PERSONAL COLUMN

Tactic to distract


ANNE SOFER

'The past five years of Thatcherism have succeeded in lowering educational aspirations'

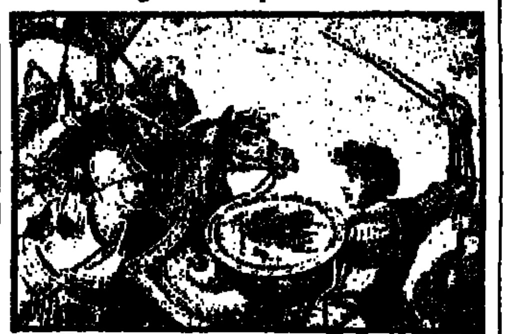
In one sense, the entire educational world is currently engaged in letting the Government off the hook. What, after all, are we all talking about? Answer: the "massive agenda", the "radical reform", the "total upheaval" that Kenneth Baker is planning.

Most of it is about shifting power away from local education authorities and towards the centre – the 33 varieties of centralization spelt out by Peter Newsam last week. We are shaping up for a major constitutional tug-of-war with all the bullies on one side; and it is not surprising that people feel swamped by emotions of outrage, foreboding and despair.

But the Government's battlefield might almost have been chosen for the express purpose of distracting attention from what is happening – or not happening – elsewhere. Practically all the newsworthy action is in the 5 to 16s statutory sector; yet our greatest national failings lie elsewhere.

Only a few years ago, the main topic of debate was the 16 to 19s. We were waking up, as a nation, to the fact that we had the lowest staying-on rate in the advanced world. We were alarmed at the prospect of declining numbers of scientists and engineers, of low levels of literacy, numeracy and technological competence in the adult workforce. We were discussing how to increase uptake, broaden the base of recruitment into higher education, raise people's sights . . .

Two publications this last week have reminded me how disastrously we have allowed these preoccupations to slip off the agenda. First, almost unnoticed in the press, came the regular DES publication of school statistics. (*Statistical Bulletin 11–87*). This tells us that between 1982 and 1986 the staying-on rate, which during the first Thatcher term had continued its long post-war rise, actually dropped by 7 per cent.


An offensive weight along a chosen thrustline is necessary for decisive consequences

From a declining age group, we have a shrinking proportion of young people continuing with full-time academic or technical education. The shortfall, we are assured, has been filled by the YTS. It is hard to see the transfer of tens of thousands of young people a year from a full-time course to a mere 10 weeks a year training as an educational advance.

Furthermore, it appears that it is not only the less academic youngsters who are switching. Of the smaller proportion staying on, the proportion studying A level is not growing.

The cause of the worsening situation is not that fewer young people are equipped to embark on an A level or BTEC course. On the contrary, despite widespread talk of falling standards, that is a proportion that manages every year to creep upwards.

Nobody has done any comprehensive research into why so many youngsters are giving up on their education. Anecdotal evidence would point to a number of factors: the financial counter-attractions of the Youth Training Scheme or the dole; the impoverished curriculum offered in an increasing number of shrinking sixth forms; a demoralized ethos in some schools; parental pressure to get a job, particularly in areas of high unemployment; a perception that higher education is only for an élite; and a general "anti-school" peer group culture.

The past five years of Thatcherism have succeeded in lowering educational aspirations, at the very point in our history when what we most need is to raise them.

And this brings me on to the second publication. *The Tertiary College: assuring our future* is the latest in the Open University series, "Innovations in Education". Its author, David Terry, principal of Halesowen Tertiary College, is a hopeful and enthusiastic advocate, but the sub-title cannot fail to have a wistful ring. How many new tertiary colleges will be approved in the next four years?

It seems unlikely that many l.e.a.s will be foolhardy enough to brave the triple hazards of opting out by the schools affected, the freeze on capital building programmes, and the Conservative manifesto pledge to save school sixth forms. Yet the evidence is accumulating of the good results, raised staying-on rates, and unrivalled breadth of choice tertiary colleges are able to offer. A strange sort of radicalism it is indeed, that stops promising innovation dead in its tracks.

One of the most savage and penetrating criticisms of the English education system and its development is Correlli Barnett's *The Audit of War*, which came out last year. It charts the failure of successive governments for the last hundred years to take the education and training of the majority seriously, and sees this failure as being at the root of the condition it is now fashionable to describe as "dependency".

No rising Thatcherite could put it in stronger language. The concluding sentence describes the British working class as a "segregated, sub-literate, unskilled, unhealthy and institutionalized proletariat hanging on the nipple of state maternalism".

The most obvious and depressing failure he identifies is the failure to implement the recommendation that has been made time and again for some sort of universal post-school educational provision. At every stage such a reform has seemed too expensive and yet without it we have fallen further and further behind.

"Thus at no time before or since the 1944 Education Act did Britain's educational reform achieve the 'critical mass', the concentration of offensive weight along a chosen thrustline, necessary for decisive consequences."

The military historian's phrase is telling. Mr Baker knows about organizing "offensive weight along a chosen thrustline", but it is the country's tragedy that the assault he has chosen to make is against local government, and not against ignorance and dependency.

NEXT WEEK

All our futures
The award-winning comprehensive that already operates the *proposed* national curriculum

Opting out
Will Wandsworth opt out of the ILEA? Linda Blackburne on the crucial by-election campaign

Timebends
Christopher Bigsby reviews Arthur Miller's autobiography

Extra:
Modern languages

NOTICEBOARD

PEOPLE...

Clive Rutt, head of German at Longdean School, Hemel Hempstead, has been awarded the Order of the Cross of Merit of the Federal Republic of Germany in recognition of his 25 years organizing German exchanges among students.
Dr Malcolm Higgs, currently a lecturer at the University of Edinburgh, is to become head of the School of Architecture at the Institute of Art and Design, Kent.
Mr P H Lapping, headmaster of Shiplake College, Henley-on-Thames, is to succeed Mr R D Macnaghten as headmaster of Sherborne School, Dorset.
Dr Chris Saville, deputy chief education officer at Nottingham, has been appointed as director of education at Wolverhampton.

CONFERENCES...

November 14
Products to process! Designing for everyone organized by the National Association of Design Education at the Textile Teachers Centre, 373 Clapham Road, London SW9. Fee: members £6 others £7, including lunch. Details: Jill Farnham on 01-737 1426.

November 17
Geography 5–16 and the classroom teacher organized by the Tyneside branch of the Geographical Association, in Room 130 of the Lipman Building, Newcastle Polytechnic. Speaker: HMI Mr Brian Fitzgerald. Send fee of £1 with SAE to Stephen Watts, Wensleydale Middle School, Dent Street, Blyth, Northumberland NE24 3ED.

November 18–19
Marketing network for senior managers and others with marketing responsibilities in colleges, polytechnics, university and l.e.a.s at the Ladbroke International Hotel, Manchester Airport. Fee: £165 residential (£95 non-residential). Details: Lynton Gray, Education Management Service, North East London Polytechnic, Longbridge Road, Dagenham, Essex RM8 2AS.

November 20
Biotechnology in Schools. A conference and exhibition at the Queen Elizabeth II Conference Centre, Westminster, London SW1. Speakers include Nobel prize winner, Dr James Watson, and Tam Dalyell MP. Fee: £57.50 including lunch and refreshments. Details: Christine Roberts, FREEPOST, GB Biotechnology Limited, 4 Beaconsfield Court, Sketty, Swansea SA2 9ZZ.

November 20
New conditions of service: impact on teachers and their training organized by the Standing Committee for the Education and Training of Teachers at the Post House Hotel, Leicester. Details SCETT, 15–27 Britannia Street, London WC1X 9JP.

November 20–21
Towards 2000.. Information Technology and Learning Resources. The annual conference of the Learning Resources Development Group at Connaught Hall, University of London, Tavistock Square, London WC1. Fees members £68 (or £37.50 per day), others £78 (or £42 per day) including meals and refreshments: Details: Peter Pack, LRDG Executive Officer, 3 Laverock Hill, Mealbank, Kendal, Cumbria LA8 9EP.

November 21
Annual conference of the Association for Behavioural Approaches with Children, at the NAS/UWT Conference Centre, Rednall, Birmingham. Topics to be discussed include child abuse and behavioural approaches in the secondary school. Fee: members £14, others £15. Details: Nigel Hastings, Bulmershe College, Woodlands Avenue, Earley, Reading.

November 21
Race and gender: promoting equal opportunities in school and colleges. At Liverpool Institute of Higher Education. Sponsored by the Commission for Racial Equality and Equal Opportunities Co-ordinators. Fee: £4. Details: Rose Kewish, In-Service Department, LIHE, Stand Park Road, Liverpool L16 9JD.

COURSES...

November 19–20
Informational Technology applications for FE students with moderate learning difficulties organized by the National Bureau for Handicapped Students, at Bournville College, Birmingham. Fee: £60, including accommodation and all meals. For details send a stamped addressed envelope to Heather Callow (IT Workshop), NBHS, 336 Brixton Road, London SW9. Tel: 01-274 0565.

November 19
Teaching and learning Japanese at secondary and adult education level at the School of Oriental and African Studies in London. Details from the Japan Foundation (Language seminar), 35 Dover Street, London W1X 3RA.

November 25–27
Managing guidance in TVEI organized by the Institute of Careers Officers at the Prince of Wales Hotel, Southport. Speakers include Maureen de Viell, Jackie Hartley, Ann Burton, Murray Saunders, Terry Collins, and Mazda Jones. Fee: £119 residential, £75 non-residential. Details from the ICO, 27a Lower High Street, Stourbridge, West Midlands DY8 1TA.

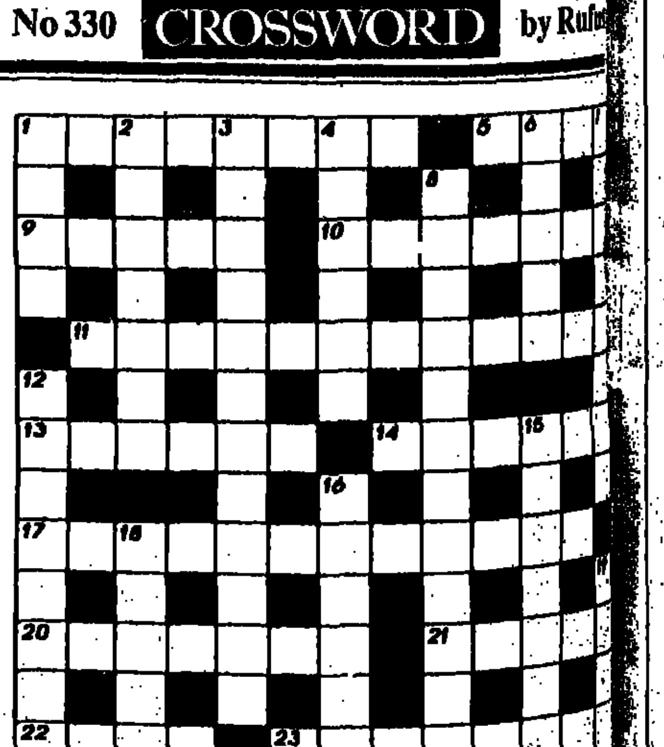
EVENTS...

November 6–15
An exhibition to honour the life of Anne Frank is being held at Hackney Town Hall, Mare Street, London E8. Videos, worksheets and information packs are available. Entrance is free. Open daily. For parties, please ring 01-533 3305 (daytime) or 01-986 4868 (evenings).

November 19
Personal and social education and the national curriculum. Organized by the Leicestershire and Northamptonshire branch of the National Association for Pastoral Care in Education, at Groby Community College, Ratby Road, Groby, Leicester. Details: Allan Graham, The City of Leicester School, Downing Drive, Leicester LE5 6LN.

The picture of health?
A photographic exhibition of one woman's experience in hospital as a cancer patient, at Sheffield City Polytechnic, Department of Fine Art. Details: 0742-720911, extension 2250. Exhibition runs until November 11.

No 330 CROSSWORD by Rufus



Across

1 Short skirts tempt the clergy! (8)
5 A major land-mass in every atlas, I assume (4)
9 A girl or man disguised (5)
10 A barber no-one wants to come (7)
11 Diminutive people, literally (12)
13 Not up to standard, do go on revising (2–4)
14 Bird in the bull-ring (6)
17 It's responsible for a boom in flying (5, 7)
20 The more complicated mathematical proof (7)
21 Abolish article from a year-book (5)
22 A piece of cake for a midshipman (4)
23 He could be grounded and kept down (8)

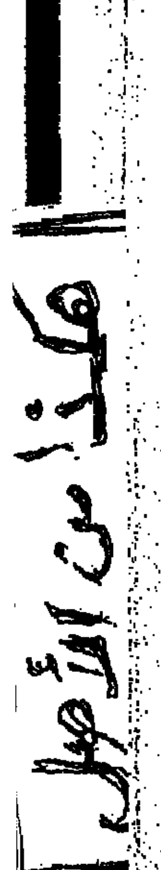
Down

1 Growing source of money? (4)
2 Patient attention (7)
3 Farmers who haven't a wide grasp of the land (12)
4 Price change has a point in cookery instruction (6)
6 Copies sent up include one in colour (5)
7 Held in apprehension? (8)
8 Court [illegible] 8)
12 Drink 1 [illegible] before going [illegible]
15 Put down [illegible] reel order (7)
16 Not a civil [illegible] (6)
18 They employ [illegible] vious ruses (5)
19 Advertise an [illegible] trical fitting (4)

Solution to puzzle [illegible]



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Educational Supplement

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Union gears up for likelihood of differential pay deals

by Jeremy Sutcliffe

The National Union of Teachers, under its new general secretary designate, Mr Doug McAvoy, is bracing itself for the introduction of differing regional salaries for teachers before the next election.

In an interview with *The TES*, Mr McAvoy, who will take over from Mr Fred Jarvis, at the end of next year, warned that the Government was determined to introduce local pay bargaining.

The union is planning major organizational changes, ready for what Mr McAvoy believes to be inevitable. It has already given guidance to divisional secretaries on how to handle local conditions of service negotiations, and this will be followed by a major training programme.

Local deals on conditions of service are already being struck in the wake of the contract imposed on teachers by the Education Secretary, Mr Kenneth Baker. Increasingly, these are likely to include fringe benefits, such as relocation allowances and cheap mortgages.

But the Government's real objective, Mr McAvoy believes, is to introduce local pay talks, probably at school level.

This, the union believes, is the hidden agenda contained in the recent Green Paper on pay and conditions, which hints at the desirability of a move from national to locally based negotiations.

In a letter to the chairman of the interim advisory committee, set up to replace the Burnham committee, Mr Baker invites consideration whether "regional variations in salaries" should be introduced "to take account of shortages of teachers in particular areas and of particular skills".

The issue was also raised – controversially – by the Labour education spokesman, Mr Jack Straw, during a visit to Solihull at the weekend. Mr Straw indicated he was in favour of regional variations in pay, as well as differential pay for teachers in shortage subjects. Already he has drawn a sharp complaint from Mr McAvoy.

"We are not anxious to encourage local pay bargaining, and we still support national pay scales," said Mr McAvoy. "But if the Government is successful with its Bill and if it proceeds along the lines hinted at in the Green Paper, then Mr Baker will introduce local pay bargaining. Should that come about I want to make sure that the union is already in a position to negotiate on pay and conditions."

There appear to be two main options if local pay deals become a reality. One is that national negotiations will continue, but will act only as a safety net for poorer schools or l.e.a.s. The other is that national talks will be scrapped and replaced with local negotiations based on school budgets. Schools would be able to top-up pay from additional money raised from parents.

Such a move is unlikely before April 1990. This is because Mr Baker has already indicated in the Green Paper that he would not wish to see three different types of negotiating machinery in consecutive years. This means the interim committee will probably continue until 1990.

Meanwhile, attempts to draw up a joint pay claim by the six teachers' unions fell at the first hurdle this week.

All the unions will now go ahead with separate submissions to the interim committee. The unions, however, agreed that the £300 million pay ceiling set by Mr Baker was inadequate.

Both the NUT and the National Association of Schoolmasters and Union of Women Teachers have indicated joint support for an across-the-board increase in line with average earnings, currently running at about 7.5 per cent. They also want an additional element to help teachers catch up with other professions. All six unions have agreed to press for increases in London allowances, backdated to July, of between 12 and 13 per cent.

Mr Peter Dawson, general secretary of the Professional Association of Teachers, said his union would not press for an across-the-board rise, but would seek improvements in the £500 merit allowances for outstanding classroom teachers. The union would also press for more allowances.

The two heads' unions are currently finalizing their pay claims, which are expected to demand relative improvements for heads and deputies.

● Mr Alan Evans, education officer of the NUT, is to take early retirement under the union's restructure plans. Mr Evans, aged 48, is to leave in two years' time, but will stay to supervise the establishment of a new education and equal opportunities department.

McAvoy profile, page 5


A maths class at John Loughborough school. . . formal teaching methods are used

Laurie Sparham/Network

All-black school wants to opt in

by John Oakes

One of the country's first all-black fee-paying schools is swimming against the tide by seeking to opt into the local authority system – at a time when other schools are considering opting out.

The co-educational school in the London borough of Haringey has been providing secondary education for some 280 pupils for the past eight years, and is one of 5,000 Seventh-day Adventist foundations around the world.

Next Monday Mr Keith Davidson, head of the John Loughborough school, will ask a full meeting of Haringey council to grant the school voluntary-aided status. The governors want to buy or lease the premises of another school in Haringey, recently declared redundant, so that they can expand their school's roll in line with current demand. They are confident of success.

Mr Davidson said: "Ordinary black parents want what we provide. We are not a private school in the traditional sense: we do not cater for an élite group. Parents who pay the £1,110 fees per year are ordinary members of the working class. We are already filling a need in the local community. Twenty-five per cent of our pupils live in Haringey. The other 75 per cent are bussed in from all over London. We feel our entry into the state system would give Haringey's equal opportunities policy real meaning."

About 50 per cent of the school's pupils are Seventh-day Adventists, the others attend because the ethos of the school tries to reflect the black community's views on how its children should be educated, according to Mr Davidson.

"The school is black-led. Nearly all our staff are black, so we are more responsive to black needs than other schools. The school is geared towards total development of the personality. We give the children motivation: all of them leave with some sort of qualification and with a good idea of what they want to do."

Last year, out of 60 fifth-form pupils, 47 left with an average of four GCE subjects. Others gained Royal Society of Arts certificates, or City and Guilds certificates in commerce. The figures are well above those of other schools in Tottenham. The truancy rate is exceptionally low.

In some respects John Loughborough might be considered an anachronism in the state system, with its burgundy uniform, graduation ceremonies and Latin motto. But its co-educational and mixed race policy, and dislike of corporal punishment, are points in its favour as far as the borough is concerned.

"Our parents pay rates and taxes. They are not rich. We are not begging the borough to take us in, simply asking for our fair share of Government resources. I feel the arguments in favour of granting us voluntary-aided status, like other Church schools, are inescapable," Mr Davidson says. "We are already recognized by the DES, there is ample demand for the education we offer, and we can meet the expenses involved.

"Bernie Grant (MP for Tottenham and a Haringey councillor) and other black councillors have indicated their support."

Full-time course secondments slump

by Bert Lodge

A disturbing slump in the number of full-time one-year in-service training secondments to help teachers further their own careers is worrying university departments and teachers' unions.

Since new arrangements for funding in-service training were introduced last year, secondments have fallen by more than two-thirds. The effect on secondments for teachers following a taught course for a master's degree has been even more drastic, declining by more than three-quarters.

A provisional survey by Professor Ted Wragg of Exeter University shows that while 2,112 teachers were on full-time secondment in 1986/87, the comparative figure this year has fallen to 673. This has led to a sharp increase in demand for short non-award bearing courses put on by higher education institutions. The survey shows that university departments of education have increased their provision of these by 14 per cent, but the hourly provision amounts to an increase of two-thirds.

The Universities' Council for the Education of Teachers has agreed to seek a meeting with teacher unions to form a joint case for revising present arrangements to put to the Department of Education and Science and local authorities.

Mr Alan Evans, senior education official of the National Union of Teachers, said the situation was deeply disturbing. "Unless there's a major change in these financial arrangements and in the attitude of local authorities towards full-time secondment then the future of higher education involvement in advanced qualifications is in serious jeopardy," he said.

Most affected are those teachers seeking to add an MEd to their first degree with the advantages this has for promotion. These secondments to follow a taught course are down more than three-quarters from 934 to 229.

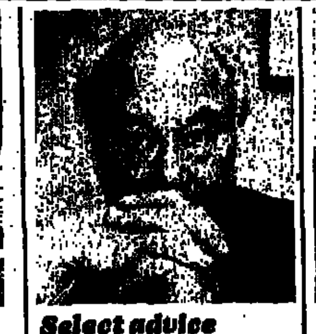
The significant change is in the disappearance of the "pool" from which the local authority could recoup 75 per cent of the cost of paying a supply teacher to replace the teacher on secondment.

Funding a teacher for a long award-bearing course is now just one option open to the local authority. But given that budgets are now strictly limited and the unit costs of such long courses are relatively steep, employers are for the most part confining their in-service provision to short or part-time courses which serve the interests of the school rather than individual career prospects.

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TIMES PAST
THE TIMES
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THE STATE OF THE UNIONS

Having born much of the heat and burden of the day during the teachers' pay dispute, Mr Doug McAvoy had a strong claim to press when Mr Fred Jarvis gave notice of his intention to retire from the NUT general secretary's job at the end of next year.

Because of the circumstances in which he came to the fore, Mr McAvoy acquired the persona of a robust leader of a union locked in battle. It is a measure of what has happened since the end of 1986 that voices have been raised to query whether this is the appropriate image for the teachers to project into the 1990s. There are those who would have liked to draft in someone from the NUT executive with what it is now fashionable to describe as recent and relevant experience of the classroom, or at least the head's study. In the event, there was no other candidate and it was decided to press ahead with the new appointment now in order to circumvent – for a while at least – the clauses in the Government's trade union Bill which will require general secretaries to submit to a ballot of the membership.

All this, however, is a bit hard on Mr McAvoy, who has many of the qualities which the NUT needs, including a tough hide and a readiness to say unpopular things if unpopular things need to be said. There is, however, no way of knowing at this stage how well he will rise to the new challenge which faces the union and demands a change of media personality. The general secretary of the NUT is the public personification of all teachers in times of crisis. There is no doubt this has suffered in recent years – because both Mr Jarvis and Mr McAvoy have been set an impossible task. They have repeatedly found themselves going on peak-time TV news bulletins to convince parents at home that teachers' organized disruption was good for their children's education. Their arguments had to be those of trade union leaders, but they were judged as teachers and found wanting.

The change of image which Mr McAvoy will have to engineer is part of a larger set of changes which face all the teachers' unions. The teachers' greatest need is to rediscover their professional integrity and reassert the authority which this carries. All the teachers unions ought to be asking themselves what it would mean to take this seriously. It certainly means playing down the values of traditional trade unionism which have dominated the NUT over the past 15 years. There have been times in the recent past when some of those in positions of union leadership actually thought being members of the TUC was important for the NUT and the NAS/UWT, instead of being profoundly irrelevant to their members' professional values and confirmed the public perception of their interests. If it militated against the cultivation of the view that teachers were just like any other group of disgruntled employees, it was not just irrelevant, it was a positive menace.

The internal restructuring of the NUT in which Doug McAvoy has played an important part is a first stage along the road. The NUT has lost membership both to AMMA and PAT, particularly among women primary teachers. The effect has been to change the balance within the union. The militant minority among the secondary teachers now form a larger proportion of a smaller whole.

Even after the loss of members, the NUT remains the biggest union by a substantial margin. But there is no doubt that its loss of hegemony has destroyed its image as the one large all-purpose union, the whale among the minnows. It can no longer demand – and get – an outright majority vote at the top table. The top table used to mean the Burnham Committee and the consultative network of which Burnham was the centre. Now Burnham is gone, too.

It is not just that the NUT's hegemony has been challenged: the competitive field has changed, too. The NAS spread its wings, merged with the UWT and opened its doors to all comers. More recently, AMMA has also transformed itself into a direct competitor, without the liabilities of TUC membership, and PAT, recruiting across the board, has taken its place in the arena.

Competition is a major obstacle to a more rational, more responsible teachers' unionism. It is only realistic to recognize that all the unions are locked in bitter membership struggle. It would be naïve to expect that this rivalry will die down, or that there is any serious prospect of the round of union mergers needed to sort out this wasteful competition.

The most which anyone could hope for would be a readiness to explore ways of working together when this serves their collective interest. This week, they tried with limited success to construct a joint pay claim. But as Peter Smith, the joint general secretary elect of AMMA noted, it is a remarkable fact that no such joint meeting was called to consider a concerted response to any of the Government's consultative documents. If the unions are to give new emphasis to professional concerns, the least they could do is try to maximize the area of professional agreement.

As if to underscore the NUT's need to find a new role and a new philosophy, in the past week both Mr Jack Straw, Labour's education spokesman and Mr Neil Fletcher, the Labour leader of the ILEA, and of the Association of Metropolitan Authorities' education committee, have each crossed swords with the union. In effect, they have served notice on the NUT that its unwritten alliance with the Labour Party has now been dissolved. It was always a sham. There was no reason why an occupational group which has probably never had a majority of Labour voters, should have been represented by a union with a build-in majority for the moderate or broad left. It was part of the polite corruption of our time that this continued for so long.

A more professional image for teachers is not going to be easy for the NUT to project if local associations like the Inner London Teachers Association decide to maintain their customary stance. Mr McAvoy is going to need all the robust qualities which have buoyed him up in dealing with the employers and the Government, if he is to deal adequately with his own disruptive members. Whatever arrangements are put in place for the settlement of teachers' salaries, no matter how hard the teachers' unions seek to raise their professional profile, they will still be expected to look to their members' pay packets and conditions of service. But the techniques of union activity and leadership will have to undergo a fundamental change. All-out, union-organized industrial action will in future cost the unions (or their members) dear. The teachers will have to campaign as professionals or not at all. This can only be to the good.

Second Opinion

WHERE WERE YOU THEN, NEIL . . .?

I enjoyed Neil Fletcher's Platform article (*TES*, November 6). I agreed with much of what he had to say (though I wish he had said some of it a little earlier). Certainly it is extremely important that Labour's education policy, like every other aspect of policy, is subject to critical review.

It is a pity, however, that Mr Fletcher chose to launch a gratuitously insulting and wildly inaccurate attack on my performance as shadow education spokesman. According to Mr Fletcher, I spent these years "maximizing successive imbecilities of teacher union leaders". What I actually did, as any responsible Labour spokesman would have done, was to try to help local authority leaders and teachers settle the dispute, because it was so damaging to children's education.

But that did not stop me saying what I thought about the teachers' case. I urged unions both privately and publicly to settle. Indeed, I strongly advised delegates to the National Union of Teachers' conference last April that educational arguments would get a better hearing with parents if the teachers moderated their action. I cannot remember Mr Fletcher ever speaking out at any time during the dispute.

As to the national curriculum, Mr Fletcher should remember that Jim Callaghan first made the case in his famous Ruskin speech in 1976. Labour Party's Charter for Parents which I launched in 1986 argued for a national core curriculum in secondary schools. And, to underline our commitment, I stressed the need for a core curriculum in my Fabian pamphlet *Equality and Quality* published in September 1986.

I made the point again in a widely reported speech at a Fabian New Year school last January which Neil Fletcher also attended. So far from lagging behind the Tories on the curriculum issue, we were well ahead of them.

It is also a gross travesty to pretend that Labour has not been concerned about educational standards. Indeed I made a considerable number of speeches (mostly widely reported) and devoted much of my Fabian pamphlet to arguing that Labour ought to be the party of high education standards. In doing so, I was fortunate enough to be able to draw on the research programme launched by Frances Lucas, Neil Fletcher's predecessor as chairman of the ILEA.

If Neil Fletcher did not realize that Labour was the party of standards at least the voters did. According to a MORI poll carried out during the election, 59 per cent thought that a Labour government would be good at raising standards in schools, compared to only 30 per cent who disagreed. On all the polls agreed, Labour also had a comfortable lead over the Tories on the education issue.

Turning to Labour's re-think, I am sure that Jack Straw and his able backbench team are right to concentrate, as I did, on standards, quality and parents. It is right also to remind people that children have to come first.

But the most tangible evidence that Labour supports high standards is to be found at local education authority level. It is there that Neil Fletcher, with his recent accretion of offices, will have a heavy responsibility.

He will have to deliver on standards in London schools, and to help deliver on standards in Labour-controlled education authorities. I would be glad to see Neil Fletcher, as education spokesman of the Association of Metropolitan Authorities, take the lead. I have any more McGoldrick when I spoke out over Brent, it was noticeably silent.

Above all, I want to see Neil Fletcher play his part as one member, albeit an important one, of a Labour educational team. Personal publicity is one thing; Constructive co-operation as team effort is another.

Giles Radice

COMMENT

SUPPORT WHEN IT COUNTS

The conference on very disturbed children last week, starring Professor Bruno Bettelheim (page 8), highlighted a number of important issues in dealing with severely disturbed children.

Bruno Bettelheim's own track record in dealing with the manifestations of severe emotional, physical or sexual abuse is second to none.

His school in Chicago, which offered intensive individual care for such children, based on attempts to understand their behaviour from the children's own point of view, had a high success rate in rehabilitating autistic, murderous, or suicidal children so they could lead normal and productive lives.

It was also very expensive – as are the few residential therapeutic communities in this country that are based on the theories of Bettelheim and other anti-behaviourist psychologists. Faced with costs of £25,000 a year for the staffing ratios and civilized surroundings that can rescue a high proportion of such children for normal living, it is perhaps not surprising that there is so little of this kind of provision. So only a tiny handful of deeply disturbed children are catered for, and the rest are left to wreak devastation and havoc in foster homes and schools, and as they grow up, in the community at large.

The argument that prevention is cheaper than cure has cut little political ice when there are unparalleled demands on public expenditure. But recent cost-conscious policies have made it much more likely that increasing numbers of children will be abused to the extent that, as adults, they will need expensive containment for life after causing a great deal of even more expensive damage.

The lack of decent housing and day care compound the pressures on families under stress; and so on their children. American research has demonstrated that high quality, well staffed nursery provision, including home visiting and parent involvement and support, is effective in preventing expensive social problems in young adults.

At the cheap end of the preventative scale, current educational policies now look like cutting down the time that many schools have thought fit to spend on the kind of social education that may help to prevent child abuse continuing to the next generation. Courses such as Tusia Werner's (page 21) can help young people learn about child development in ways that are immediately interesting and relevant to them, and may well affect their later behaviour.

The hypocrisy of this Government in posing as the supporter of the family, while giving families ever dwindling support, has often been exposed. It is very unlikely that the tested experience of Bruno Bettelheim will be regarded where it counts. But prevention would indeed be much cheaper than dealing with the consequences when abused and neglected children grow up.



"Not very bright; unattractive, inadequate, short-sighted – a natural victim if ever I saw one!"

FORWARD LOOK

A feature on page 27 describes Dartmouth Community College – one of the National Curriculum Award winners, who were honoured at a splendid ceremony in London's Barbican Hall last week. Anyone who reads this account of a broad and balanced curriculum with close community links will recognize a forward-looking version of Mr Baker's national curriculum – a vindication of the optimists who believe that the backward-facing conservatism of the curriculum consultation document can be successfully adapted to the modern world, given energetic leadership, talented staff and stable conditions. (The last of these is important: Dartmouth seems to have struck lucky.)

At last week's celebration, the awards were handed out by Sir Peter Newsam and Sir Geoffrey Chandler, and Mrs Angela Rumbold added her benediction. The DES is now one of the main sponsors and has promised another £40,000 for the next awards. This government funding is vital. It helps to persuade other sponsors – companies, foundations, public and professional bodies – to pay up, too. But if it is wise, the DES will not try to impose its own ideas on the organizers. The worst thing of all would be to politicize this award.

Professor John Tomlinson, the chairman of the trustees of the executive committee, and the Society of Education Officers, whose network provides the back-up for a nation-wide evaluation, should be allowed to get on with it, without the dead hand of Elizabeth House.

NO COMMENT

"To handle all reproduction needs of tutors, students, clerk and headteacher. This task may take place either on or off the school premises."
Job description for the post of technician at a Sunderland special school

NEWS

A school's history teachers have been criticized for trying to enter their pupils for a rival examination to the GCSE. Anat Arkin reports

Exam snub seen by governors as a 'mutiny'

History teachers at a school in Lewes, East Sussex, who criticized a GCSE history syllabus and tried to enter pupils for the Scottish Ordinary Grade Certificate, have been accused of "insubordination and mutiny" by school governors.

The teachers at Priory school, where history is a popular fifth-year option, say they endorse the overall aims of GCSE but object to the way history is examined. They claim that the Southern Examining Group's Syllabus IV (British history 1815–1980) covers about three times as much ground as the old O level syllabus, and that it would be difficult to include it all in available class time. As the GCSE examination offers little choice of questions, students' chances of success could be jeopardized if the whole syllabus is not covered in depth.

The historians are also concerned about the quality of the SEG's model examination papers. A question about the D-day invasion of Europe, for example, asks candidates: "Why did the Allies try to keep their invasion plans as secret as possible?" Another question concerns Britain's relations with foreign powers in the years before the First World War: "Was the conflict between Germany on one side, and Britain and France on the other, the main quarrel between the countries in 1911?" The teachers describe the standard of these questions as "lamentable".

The history syllabus is supposed to develop students' empathy with people who lived in the past, yet the SEG stipulates that "empathy assignments" must not be outside the child's experience. The teachers have complained that any empathy assignment is bound, by definition, to be outside the child's experience.

Because of what they saw as the deficiences in the GCSE syllabus, the teachers wanted to advise parents to enter their children privately for the Scottish Examination Board's Ordinary Grade Certificate in history. This examination offers a choice of questions and overlaps the ground that the children have been following since September for the GCSE syllabus. Mr Keith Chaplin, the headteacher, however, has stopped them.

After a meeting of the governors on October 16, the teachers received a letter saying they had been guilty of "insubordination and mutiny". The letter also stated that: "Many governors felt that the situation warranted sacking."

Under the school's articles of government, a teacher whose dismissal is to be discussed at a governors' meeting is entitled to receive 14 days' written notice and be allowed to attend the meeting. As the history teachers had not been given such notice and had not been permitted to attend the meeting, they have consulted their unions with a view to calling for the resignation of the governors. They may also institute a grievance procedure.

However, Mrs Delia Venables, chairman of the governors, told *The TES*: "This problem has been blown up and is now over."

In a letter to parents, Mr Chaplin said: "At Priory School, history sets contain pupils with a wide range of ability, and because of the different syllabuses, and hence teaching methods required, they would be disadvantaged if any attempt were made to prepare students of different ability for different examinations, quite apart from other principles involved."


Rob Judges

Take a letter

C for Catfish, J for Jaws: pupils from Copperfield County Middle School in Milton Keynes, Buckinghamshire, worked on "The Ultimate Alphabet" as part of a project to mark the school's "Bookweek". The week was designed to encourage children to enjoy books and improve their reading habits.

Public school parents polled

by Bert Lodge

One parent in three would be ready to move house in order to get their child into their first choice of independent school. And one in four would be willing to forego promotion in order to stay in the same area as the school.

The findings come from a MORI poll conducted last month among 309 parents at 35 sampling points in middle-class areas across the country. The poll was commissioned by Gabbitas, Truman and Thring, the independent school consultants recently formed from the merger of two well-established firms.

The parents' choice of school was mainly determined by its discipline (60 per cent), class sizes (55 per cent), the encouragement of a responsible attitude to school (50 per cent), and its reputation (46 per cent).

School fees were not considered important, but when asked to list the plusses and minuses of independent schooling, 43 per cent said cost was the main disadvantage.

Though a fifth of those with a child currently or previously at an independent school started thinking about which school either at birth (17 per cent) or even before birth (3 per cent), it emerged that one-third did not consider the question until less than a year before the child actually started school.

Despite the large proportion of children getting into their first choice school (91 per cent), in almost three in five cases entrance was conditional on passing an exam.

Three in 10 of these were under eight when they took the exam and over half were under 11.

A majority of parents (51 per cent) thought it a good idea for children to move to a new school or college at 16.

HMI report eases fears on language staffing problems

by Sue Surkes

The staffing implications of including a modern foreign language in the proposed national curriculum may not be as dramatic as has been feared, HM Inspectorate suggests.

The inspectors compared 22 sample comprehensive schools where a foreign language was compulsory up to age 16, and where a common core took up an average of 80 per cent of teaching time, with 22 matched schools where the common core occupied an average of 60 per cent of time and where a language was optional in years four and five.

The proportion of teacher periods devoted to foreign languages in year four was 4.7 per cent higher in the sample schools than the matched schools, they found. By comparing the situation in both sets of schools, they calculate that the inclusion of a foreign language for all pupils up to 16 might cost no more than 2 per cent of the total school establishment – one extra teacher in a school of 900 pupils with around 50 staff.

Most pupils already learn a language for three years so that the increase would mainly affect the fourth and fifth years, they explain. Group sizes seem to be larger where all pupils are included, they add.

The inspectors, who carried out their survey in autumn 1985, found signs that the inclusion of a foreign language up to 16 had positive effects on planning, classroom performance and exam results of both able and less able pupils.

Examination results in the sample schools compared favourably with the national average. In 11 sample schools, the proportion of the year group achieving O level grades A to C or CSE grade 1 in a foreign language ranged from 17.7 per cent to 60 per cent, compared with a national average for that year of 14.9 per cent. (The analysis conclusions, the inspectors stress, must be treated with caution.)

The percentage of the year group obtaining a graded result at either GCE or CSE ranged from 29 per cent to 97 per cent. Sixteen schools achieved a graded result for more than 60 per cent of the year group.

Pupils' attitudes to further study seemed positive. Out of 240 youngsters, about 28 per cent said they would like to continue with a foreign language beyond 16.

But the inspectors also found that take-up of a second foreign language in the fourth year was lower in the sample than in the schools where languages were optional up to 16. (In 21 sample schools, French was the first language. The other school had Spanish.)

In the third, fourth and fifth years of the sample schools, the most effective work was seen in lessons with able and less able pupils, the inspectors say.

● The allocation of teacher time to different subjects in the sample schools contrasts with the scenario suggested in the Government's national curriculum consultative document.

For years four and five, the Government suggests that 10 per cent of the timetable should be devoted each to English, maths, technology, a modern foreign language, history and geography together or one of each, and art / music / drama / design.

An inquiry into practice in 22 comprehensive schools where a foreign language forms part of the curriculum for all or almost all pupils up to age 16 is available from the DES, Publications Despatch Centre, Honeypot Lane, Stanmore, Middlesex HA7 1AZ.

● Modern Languages Extra, 41–52.

	Inquiry Sample
English	11.9
Mathematics	11.4
Physical education	6.9
Social education/religious education/careers education	6.6
Science	14.3
Humanities	11.9
Craft, design and technology/ home economics/needlework	11.1
Art/music/drama	6.7
Languages	11.1
Pre-vocational	4.6
Other	3.5

The figures above show the percentage of teaching time taken up in the fourth year by individual subjects in those schools which devoted 80 per cent of teaching time to a core curriculum

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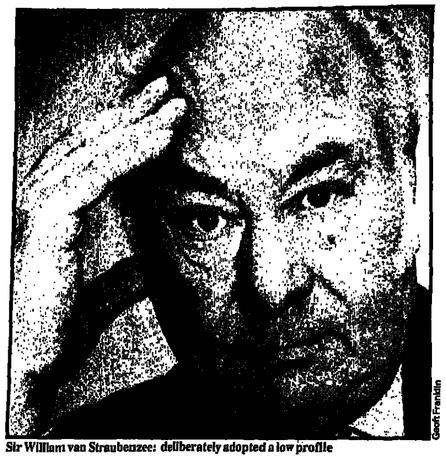
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PLATFORM

Could do better

As the House of Commons Select Committees form up for the next Parliament, Sir William van Straubenzee, last chairman of the Education Select Committee, reflects upon their strengths and weaknesses



Geoff Franklin

Sir William van Straubenzee: deliberately adopted a low profile

The present Select Committee system has only been in existence for two Parliaments. I believe myself that it has proved itself, though it still has one grave omission which many of us foresaw right from the start. This is that the House of Commons itself has virtually no time to discuss the individual reports of such Select Committees. The effect, therefore, of the various reports tends to be very transitory and this I think is a pity.

At the time the Committees were set up, the then Norman St John Stevas (now Lord St John of Fawsley) was Leader of the House of Commons. In my view he was never a House of Commons man in the true sense. He had far too many outside interests to enable him to give his virtually undivided attention to the House as a good Leader must. I never, for example, saw him in the Members Dining Room or in the bars, and I doubt he would have found either of those places congenial.

On the theoretical side, therefore, the reforms over which he presided had much to commend them, but on the practical side they tended to fall down. I still think, as I did then, that if such reports are to be given the attention they deserve, the House will somehow have to find the necessary allocation of time.

There is a basic divergence of view as to the purpose of Select Committees which I suppose will tend to vary with their membership. This is very well illustrated by the work of the Select Committee on Education.

In the 1979 Parliament, the Committee, under the chairmanship of Mr Christopher Price, seemed to consider itself as essentially designed to deal with short-term issues. It was constantly delving into questions of immediacy. The chairman kept a very high profile and you could hardly switch on radio or television without hearing him speak on educational issues of the day.

This suited him very well politically within his own Party. It also highlights the almost incredible decision under Norman St John Stevas to give the chairmanship of such a sensitive committee to a member of the Opposition. I cannot conceive of any circumstances in which a Labour Government would permit the chairmanship of a committee on education to go to a Conservative. According to his lights, Christopher Price used the opportunity so given to him to the full. He lambasted the Government from the platform unexpectedly provided for him.

When I was appointed chairman in 1983, I quite deliberately took a low profile. This was very difficult for the media to understand for some considerable time. Whenever there was any kind of crisis in education, I was always rung up and asked to appear on this or that programme. I always refused. I took the view that the Select Committee was essentially designed to look at long-term issues and not to react to immediate questions. I certainly considered that if the membership was to work harmoniously together, then the chairman ought to avoid unnecessarily controversial statements on immediate issues.

It will of course be for the House of Commons to decide which method of work it prefers, but certainly the contrast could not be more stark. The proceedings of the Committee in the 1979 Parliament were full of votes and of reports and paragraphs being carried very narrowly. It was only when I myself got into the chair that I realized the amount of wheeling and dealing which had taken place to get some reports through. By sharp contrast, throughout the whole of the 1983 Parliament we never had a single vote.

Now no one can suggest that we were made up of a group of milk and water sops who happened to be Tories and Socialists. The briefest of looks at the membership disposes of that once and for all. In our very diverse ways we all felt strongly on educational issues and quite frequently we started by approaching a subject from diametrically opposite viewpoints. But by quiet discussion and reasoning we were able to reach a consensus, a consensus not based on weakness but rather upon strength of interest in the subject.

For example, our *Report on Primary Schools* contains quite a number of controversial proposals. So far as I know, it was the first time the committee had visited schools in the independent sector. The proposals for a school development plan are certainly not without controversy. Yet the report was unanimous. It has been very generously received in the educational world, and indeed the praise has verged on the lavish.

I assert firmly that it is the more effective because it was a unanimous report. It carries an authority which it would not otherwise have done. I do not for one moment shy away from votes, indeed that is what Parliament is all about. But when I hear people complaining about the bad behaviour when they listen to *Today in Parliament*, I reflect upon the quiet cooperative work which does in fact take place in the House of Commons, and of which the Select Committee on Education at least is a good example.

I am not for one moment expecting that the recommendations in our report will be implemented overnight. The whole *raison d'être* of such a report as this is to influence thinking in hope of leading to change. But I certainly hope and expect that will be the end result.

In many ways equally remarkable is the report agreed by the committee shortly before the 1987 general election and only issued subsequent to it. This is the fourth report on the DES's expenditure plans. It is absolutely stuffed with politics. Indeed, at one point we were grinning to each other across the table according to which side was obtaining Brownie points for its particular point of view. But it was unanimously agreed that publication should be held up until after the general election, and so far as I am aware no member of the committee breathed a word of its recommendations at a time when it might have been politically attractive to do so.

In one respect, however, we had a great failure in the 1983 Parliament and this I hope is something which will be put right in the present one.

I have always asserted that the really significant advance in this field is the concept which is known as the Special Standing Committee procedure. This, in brief, is the procedure by which a Bill is subjected to expert scrutiny by the same Members of Parliament who will examine it in Standing Committee, but where, chaired by the chairman of the Select Committee, outside witnesses can give evidence on the provisions of the Bill. I believe this is a most important step forward. It was first demonstrated so to be when in the 1979 Parliament the Home Office promoted a Bill to change the "sus" law. It was expected to the Special Standing Committee and the bringing to bear of expert witnesses from outside, which caused the original Bill fundamentally to be altered.

Alas, in that Parliament we only had one example of this where education was concerned. That was what was generally called the Warnock Bill. Sadly, I thought it was badly managed by Christopher Price as the man. Acting entirely in accordance with his general methods of working, he seemed to want to conduct the proceedings as an inquisition of the Minister. It was one of the few occasions when I personally was induced to banging the table in order to get heard. But it was a pyrrhic victory. It may have seemed like good politics at the time, but the advantage was shortlived.

When I was appointed chairman of the Select Committee, I told the Secretary of State that I would particularly welcome the opportunity of subjecting an educational Bill to close scrutiny. I undertook that the proceedings would be conducted in a non-judicial way. There did even become an opportunity for such Bill to come before us. Perhaps unfortunately, there were some reservations on the Government side of these I think I overcame.

What I had not anticipated, however, was the similar reservations on the Opposition side. It is very often the case that Oppositions have long perspectives and look to the future when they themselves may be the Government. The Opposition had not long before then conducted the proceedings on the Warnock Bill, and it was directly they who killed the procedure for being used again.

I take the view that it is very much in the interests of the House of Commons for legislation to be critically examined in the way which is now possible. I personally I very greatly hope that we shall see the procedures more frequently operated. No Government will like them, and all Governments will seek an opportunity of avoiding themselves of them. Furthermore, as I have already explained, Opposition parties will tend to do the same at a later level. It must therefore be for the whole House and file of the House of Commons to rise up and insist that the procedure be used again, and I certainly hope that it will be in the case of education.

So my marking for Select Committees is about 60 out of 100. I feel that their reports have been valuable, but could be more so, and I shall be hoping to see the necessary procedural changes made in coming Parliaments.

Robbins and the future

Last week Sir Claus Moser, Warden of Wadham College Oxford, and statistical adviser to the Robbins Committee, gave a public lecture at Oxford on "The Robbins Report 25 years after and the future of the universities". A seminar was held at Nuffield College the following day. Christopher Johnson, chief economic adviser to Lloyds Bank, professor of economics at Surrey University, and son-in-law of the late Lord Robbins, reports on the thinking which emerged.

"Don't look a gift horse in the mouth, but watch for Greek soldiers emerging from another part of its anatomy." As well as demonstrating that classics is not yet ready to give up the fight for survival, this remark sums up the mood of the universities as they examine the Government's supposed concessions to them in last week's Autumn Statement.

The replacement of the University Grants Committee by the University Funding Council is one among a number of measures which will be in the vast Education Bill. While most universities recognize that the use of public finance must be more closely monitored, there is great unease about the proposed new system of contracts, particularly about what happens at the end of the contract period. Sir Claus quoted Lord Robbins as saying that independence would be hard to retain if State funding rose above 50 per cent, and stressed the importance of avoiding political criteria in the distribution of the money. Funds from private sources are to be increased, but even if they were available on the scale required, which is doubtful, they could compromise rather than increase the independence of the universities.

Sir Claus is a former head of the Central Statistical Office, and knows a thing or two about administrative machinery. He made several proposals to improve it. The new UFC should be allowed to advise the Department of Education and Science, which should swallow its fears that this would create a pro-university lobby. The Education Commission proposed in the Croham Report should be set up, to weave together the various bits of the seamless web which the education system ought to be. The Vice-Chancellors' Committee should be reconstructed, with a small executive. Ideally there should be another Robbins Report; failing that, the next best thing would be an annual conference between the universities, Government and industry, to review progress and problems.

The major emphasis of the Robbins Report was on expansion, and Sir Claus pointed out that its target of 560,000 full-time higher education students in Great Britain by 1980/81 had practically been reached. The age participation ratio had risen to 14 per cent, but to keep it there another 50,000 student places would have to be found by 1991. After that, with the same number of places, the APR would rise to over 18 per cent by 2000. Sir Claus thought this was unambitious, and that we should aim at 25–30 per cent, with half the increase in the universities.

It was pointed out that more of the expansion than expected had come through the polytechnics, and indeed by means of the "binary system", of which Robbins disapproved. Sir Claus interpreted the Government's expressed intention to smile on the polytechnics as, in effect, a frown at the universities. Some thought that the impending removal of the polys from local authority control would be an opportunity to move towards a unitary system in which there would be gradations, rather than a sharp divide.

The question, Sir Claus said, was how to finance the extra places. The polytechnics put up a case in the debate that they could do it at half the cost of the universities, thanks to not needing to finance research as well as teaching. The universities quoted Robbins to the effect that students should get "the sniff of a university", which meant coming into contact with research. Economists also quoted Robbins, however, as having come round to the view that student to staff ratios could continue to rise without coming anywhere near the excessive figures in other countries.

There was little doubt that the pool of talent was there for another big expansion, even if some schools were giving a "half-baked" secondary education. There were doubts whether the demands of either economic growth or social justice required that all the available talent should be pushed through universities, or even other forms of higher education, if the motivation was not there.

Access for those who wanted it seems to have become the priority, rather than expansion of numbers for its own sake. Even the extremes of right and left now agree that the present figure of 6 per cent part-timers in higher education is far too low, and that there may be merits in the flexibility of the further education system, which still seem to be beyond the horizon of vision of universities and polys alike. The groups thought by different people to require better access include mature students, inner city blacks, and women, and in many cases part-time rather than full-time courses will be needed. Better funding will be required for both tuition and support for part-timers.

Broader course content was laid down by Robbins as a necessary condition for expansion. It was not generally met, except in some of the civic and some of the new universities. The UFC is expected to insist on more multi-subject degrees through the new contract system. Specialization is still seen by many as excessive, and it blights the schools on the universities, and now curriculum may prove a broader base on which to build.

Quite apart from the educational merits of broader courses, employers now seem less inclined to favour degrees specifically related to jobs or work. This justifies to some extent the scepticism about manpower planning in the Robbins Report, which held that demand-oriented view that students should have the opportunity to choose. Sir Claus took the view that as far as possible to predict some public needs for manpower requirements fairly precisely – it is estimated that the percentage of students going into teaching will need to rise from 9 to 19 per cent over the next few years – but that, for the most part, it was better to rely on statistical indicators of the state of the graduate labour market than to predict exact numbers far further forward. Even industry itself is able to look.

The schools, it was pointed out, would be required both to increase the number of 16 to 18-year-olds staying on, and to raise the proportion of teachers qualified in maths, physics and craft design and technology.

Some success was claimed for the new system of bursaries for postgraduate certificate of education courses in these scarce subjects, but the proposed incentive payments on top of salary have run into opposition from teachers' unions. Perhaps the most for part-time teachers, as well as part-time students. As one person pointed out, lack of previous acquaintance with a subject can give teachers marvellous insight into the material presented to pupils.

NEWS

D	I	A	R	Y
I	A	R	Y	
A	R	Y		
R	Y			
Y				

Ermine trade

Now that Doug McAvoy has been named as general secretary designate of the NUT, it may not be too long before the present incumbent, Fred Jarvis, is elevated to another place.

Usually reliable sources (that means it's probably wrong) at Hamilton House are confidently predicting that the affable ex-president of the TUC will get a peerage when he retires. They point out that Mr Jarvis is a not infrequent dinner guest at the home of Mr Neil Kinnock.

This throws open the tantalizing possibility that Mr Jarvis may finally succeed in giving the Government a black eye.

It will be in the Lords where the Government expects its controversial education reforms to receive their severest test – as the deputy Prime Minister, Lord Whitelaw, has conceded.

To be ready for the fray, Lord Jarvis of West Ham (as he is already affectionately known) will need to have taken the ermine by next July.

There's no doubt Lord West Ham would relish giving Mr Baker a hammering. But I question whether it's wise to name himself after a team more used to losing than winning.

Quote, unquote

Following my piece last week on the Education Secretary's poetic proclivities, a recent exchange during a House of Commons education debate between Mr Baker, and his opposite number, Mr Jack Straw, has been brought to my attention.

Ostensibly, this concerned their fundamental disagreement about the GERBIL (Great Education Reform Bill). But because politicians find the subject of education so tedious, they indulged in a little literary discussion.

It was Mr Straw who brought the subject up, to chastise the Education Secretary for quoting Henry IV's Statutes on education.

Why, asked Labour's spokesman, did the Minister draw support from a man who, after all, played a "dubious" part in the downfall of Richard II?

Mr Straw then quoted Shakespeare's *Henry VI* as follows: "Henry IV by conquest got his crown 'Twas by rebellion against his king."

Unfortunately Mr Straw got the quotation wrong. The second part was said, not by Henry, but by that hunchbacked toad, Richard, Duke of York. The learned Mr Baker saw the error and pounced.

Mr Straw refused to recognise his mistake, but when he got home he checked the text, and now generously concedes he was wrong.

I can also reveal that that same night, or at any rate soon afterwards, Mr Straw and his wife went to the theatre. The performance (honest, it's true) was Cole Porter's *Kiss Me Kate* at the Old Vic.

For those of you who didn't know, that's the one with the song, "Brush up your Shakespeare".

Tail end

This is positively the last word on the subject of GERBIL and all those other acronyms (most of them rodents) which have been filling this column.

I have this offering from Mr Peter Allsop, of Ashford, Middlesex: GERBIL (Gormless Educational Reforms Badly Impede Learners).

But I like this one from Mr Peter Rauling, senior tutor at the Windsor Boys' School in Berkshire, which rounds it all off nicely: Save Teachers Under Fire From Education Ministers and Loony Lefties. In other words – STUFF 'EM ALL.

Acronym

Jeremy Sutcliffe talks to Doug McAvoy, the NUT's general secretary designate

The long march from Jarrow to top union job



Geoff Franklin

Doug McAvoy: in search of new tactics

Doug McAvoy, the next general secretary of the once mighty National Union of Teachers, is something of an enigma. He gives away little about his character: no hand movements, no flamboyance, and little facial expression.

There's a distinct air of Chinese inscrutability about him; his face, you might think, is that of a poker player. On his long march from his boyhood town of Jarrow to the highest paid trade union job in the country, these qualities have served him well.

As a negotiator, Mr McAvoy has drawn admiration from both friends and enemies (and there is no shortage of them) inside and outside the union.

His hour of triumph almost came last year in the days of Burnham when, against the odds, he stitched together a deal at Nottingham with the local authority employers.

Had that deal not been "pulled" at the last minute by Kenneth Baker, who refused to finance it, teachers would now be better off, particularly benefiting from the deals on minimum class size and cover, Doug McAvoy argues.

In the event, of course, the nimble-fingered Secretary of State changed the game. He refused McAvoy's poker invitation, and with the flourish of the bridge-player he is, he doubled the unions before bringing them down.

Mr Baker's decision to introduce legislation to impose a pay deal and conditions on the unions, and to take away their bargaining rights, left the NUT leadership in disorder.

The renewed industrial action, this time over the removal of those rights, left parents and the wider public baffled and, if anything, even more angry. The TUC-affiliated unions were left impotent and losing members heavily.

Nottingham was thus a watershed for the NUT. McAvoy, still the subject of left-wing accusations that he was prepared to sell-out the teachers in the name of pragmatism, survived. His reputation, it now seems, has been enhanced if anything, despite internal dissent among the dominant Broad Left on the national executive.

Mr McAvoy now appears to have a mandate to make sweeping changes in the union, which will include a seismic shift in negotiations from the centre to the regions and districts. His critics, however, argue that under him the real power will be concentrated even more on the Hamilton House headquarters.

Already, as the architect of a plan to slim down (with some redundancies) and modernize the union's organizational structure, he is identified with the "new realism" currently sweeping the opposition parties, in particular Labour.

Certainly he concedes there must be change. The education service, he argues, is going through the most difficult period in its history, with state education, teachers and local education authorities under threat.

The pressures on teachers over the last four years have taken their toll. "Trying to defend ourselves has resulted in us being portrayed as a union of disruption rather than of dialogue, and that makes it more difficult to get our message across to parents. We have a public which is, to some extent, alienated."

Such a frank assessment, almost unthinkable a year ago or less, inevitably leads to a change of direction.

The union must adopt new tactics for a new situation, he argues. Much of this is already happening. Industrial action has been suspended and the accent is increasingly on campaigning and lobbying.

He talks of the need to educate the wider public about the dangers of the Government's philosophy. Proper education, he argues, can only be delivered when schools are well resourced and well staffed by well-rewarded teachers.

While colleagues on the union's left are already accusing McAvoy of revisionism, he is himself impatient with Jack Straw, Labour's education spokesman. He is still more so with Neil Fletcher, the Labour leader of the Inner London Education Authority.

Both politicians have lately suggested that the consumer must be given a bigger say in education. Mr Fletcher has even espoused magnet schools and questioned whether comprehensives have provided an adequate education for all working-class youngsters.

Parental choice, Mr McAvoy insists, is a chimera, and cannot be delivered to everyone. Someone, he says, must suffer. It is incompatible with the principle of equality of opportunity, a basic Labour Party tenet.

'If Labour moves toward parental choice, the union will not be embarrassed to stand alone'

"I do not believe Jack Straw or Neil Fletcher can go down that road and keep faith with the values of the Labour Party. If Labour does move that way then the union will not be embarrassed and is prepared to stand alone. We have done so before under Labour governments, and we will do so again, if necessary."

He now hopes to persuade the two Labour men they are wrong. In particular, he will put pressure on Mr Straw to dissociate himself from Mr Fletcher's views.

At the age of 48, the NUT's heir apparent is due to lead the union into the next century, assuming he is re-elected under the terms of the forthcoming Employment Bill, which will force unions to hold periodic elections for their top officials.

What will emerge under his leadership is still not clear. But it appears that persuasion rather than confrontation will be preferred. The union will seek dialogue instead of disruption.

Will a new consensus emerge? If it does, consumerism, at least in its Bakerite form, will not find support from Mr McAvoy. He and his union are about to embark on what is perhaps the most crucial poker game of all, as it prepares to take on the Government's radical reforms. We shall have to wait and see whether he plays his cards right.

Surprise at executive's sudden decision

The decision by the National Union of Teachers' executive to appoint Doug McAvoy as its next general secretary came as a surprise – because of its suddenness rather than the choice of candidate, *writes Richard Garner*.

Mr McAvoy, the NUT's present deputy general secretary, led the union for a large proportion of the teachers' dispute. He was always the front-runner to succeed Fred Jarvis – although speculation was rife that a "stop McAvoy" campaign was being launched by some sections of the Broad Left, the centre-Left coalition which controls the union's affairs.

It was for this reason – coupled with the fact that Mr Jarvis had just announced his intention to retire at the end of next year – that union officers prepared an emergency report for last Friday's executive committee meeting calling for an instant replacement to be appointed.

The officers argued that it would be foolish for the NUT to be caught up in an internal political battle. It should be reserving its firepower for opposing the Great Education Reform Bill.

The obvious beneficiary of this strategy was Mr McAvoy as it gave possible opponents little time to organize support for a rival candidate.

There has been concern expressed in some quarters on the Left at the lack of democratic involvement in the appointment. In the past, the post – the highest paid general secretaryship in the trade union movement – has been advertised and a short-list drawn up for interview before the executive takes a decision.

Mr McAvoy's appointment still has to be ratified by the union's annual conference next Easter but – despite these misgivings – it is almost certain he will run into few difficulties there.

Interest in the union's internal affairs will now centre on who takes over as deputy general secretary. This contest is likely to be more prolonged than that over Mr McAvoy's successor.

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NEWS

Jeremy Sutcliffe reports on the controversy surrounding a lecture on education given in Bexley last week . . .

Academics rally in support of banned speaker



Dr Peter Abbs: lecture cancelled with no explanation

What appears to have been a clumsy attempt to ban a university lecturer from speaking out against Government education policies is threatening to become a *cause célèbre*.

Dr Peter Abbs, lecturer in education at Sussex University, claims the withdrawal of an invitation to speak to teachers in the Tory-controlled London borough of Bexley, is an infringement of his right to free speech.

Dr Abbs is being strongly supported by the academic and author, Mr David Holbrook, director of English Studies at Downing College, Cambridge. He has also received a letter of support from Professor Roger Scruton, of the influential right-wing Hillgate Group.

Academic colleagues of Dr Abbs are now trying to get the matter raised in Parliament. Mr Holbrook has already written to several MPs about the issue, including the former Prime Minister, Mr Edward Heath, MP for Bexley.

Dr Abbs was invited to be the guest lecturer of Bexley education department's curriculum development centre, which organizes an annual lecture by guest speakers on education topics.

The invitation, sent in a letter in January from Miss Ann Cronin, the centre's warden, was prompted by an article by Dr Abbs in *The Guardian* in which he argued that education was being stifled and narrowed by the increasing emphasis on training.

The title he chose for the lecture was "The Betrayal of Education" – a subject, he says, Miss Cronin approved in March.

The lecture was fixed for September 24 but, according to Dr Abbs, was cancelled with no explanation and minimal apology in July. This, he says, was five weeks after he was asked to supply a synopsis.

No alternative speaker has so far been proposed and the annual lecture has not been rearranged.

But following a report in *The TES* in September, the local branches of the National Union of Teachers and the National Association of Schoolmasters and Union of Women Teachers stepped in to offer an alternative platform in the borough.

Last Wednesday night, the alternative lecture was delivered to about 60 Bexley teachers, without the authority's blessing but with the unofficial presence of Miss Cronin, at a Bexley secondary school.

After the lecture Dr Abbs likened the withdrawal of his invitation to the treatment of Mr David Selbourne, the Ruskin College lecturer who had claimed infringements of his right to free speech.

Mr Brian Sams, Bexley's education chairman, is also Tory spokesman on the Association of Metropolitan Authorities and a leading supporter of the Government's planned education reforms. Last month he boycotted the launch of an all-party campaign by local authorities against Mr Baker's Bill.

But Mr Sams has insisted that he had "nothing to do" with the decision to cancel, which he assumed was "for logistical reasons".

The decision to cancel the lecture was taken, officially, by Mr Michael Long, the borough's chief education officer for schools.

He has refused to discuss Dr Abbs's claims with *The TES*. A spokesman for his department said: "I am not prepared to comment on Dr Abbs at all. It is a matter between himself and the authority and I am not prepared to be quoted."

The decision to withdraw the invitation has been fiercely attacked by Mr Holbrook, who has spoken to Mr Long about the issue.

"He said it was his moral and legal right to cancel and he refused to discuss the points I raised," said Mr Holbrook.

"Dr Abbs is a distinguished lecturer and the argument he has put forward in his lecture is an important one. What has happened raises the question of why an education officer should ban a lecturer in this way."

The incident is likely to embarrass education ministers, who have made much of the issue of alleged incursions of free speech on the campus and in schools.

And Dr Abbs has the support of a leading Tory intellectual in Professor Scruton, professor of aesthetics at Birkbeck College in London. "I always support anyone who has been 'disinvited' from giving an academic lecture, as I have myself in the past," Professor Scruton told *The TES*.

'Education has been hijacked . . .'

In his lecture Dr Abbs fiercely attacked Government education policies, likening them to China under Mao Tse-tung, and accusing it of being "a power-hungry catchphrase government".

Education, he said, had been hijacked by politicians – Left and Right – and was now in desperate need of a philosophical analysis of what the service was about. Teachers should be central to that debate, but were deliberately and contemptuously being ignored by the Government.

His central argument was about the way the educational principles of Socrates – of critical reflection, personal development and sustained enquiry – were being systematically undermined by the principles of Cato, which estimated everything by what it produced. To this Government, the pursuit of knowledge was subservient to the pursuit of productivity, he said.

He accused it of wanting to turn schools into training camps, imparting only essential skills and strategies for a fiercely competitive technological society – "the industrialization of our education system".

"Revolutionary parties have always shown scant respect for established practices and deep cultural continuities. The Maoist revolution in China showed no respect for its intellectual and religious traditions and our present revolutionary Government, with its fervour for market forces, is no exception," he said.

There was "a deep narrowing power at work in our culture", which was anti-intellectual. It was based on "the world of things, of manufactured goods, and tabulated facts".

It was a world, he said, in which "the competitive energies of the market economy" were "ruthlessly transposed to the nursery, the school, the college and the university".

In such a world, the concept of "excellence" became the "antithesis of all good practice, an enemy of the good curriculum".

Such an analysis, he argued, helped to explain why the Government had tended to exclude teachers and educationists from the debate. Teachers had been accused of being directly responsible for present levels of illiteracy and innumeracy, and for the general malaise of society.

It had been openly alleged, and covertly suggested, that teachers were the causal agents of delinquency, violence, apathy and other behavioural aberrations.

Referring to Mrs Thatcher's recent Conservative Party conference speech on education (which deplored the teaching of political slogans, the right to be gay, and anti-racist maths), he said: "It is a remarkable speech showing how the slogans of the far Left become the ready ammunition and the negative metaphors of the far Right, leaving the vast majority of teachers, you and I, in no man's land, ducking and avoiding the mines underground and the bullets overhead."

Such assertions, he said, were politically powerful because they enabled the Government to act without full teacher consultation. "If teachers are the causal agents of moral degeneracy then it is only right *not* to ask them about the contents of the balanced curriculum."

Under the new education system teachers were likely to emerge as "serving functionaries not of the life of culture and the intellect but of either the state or the free market or, more likely, a combination of both." They would become "largely invisible" but always there to blame and vilify, "the powerless scapegoats of a new entrepreneurial semi-civilization".

Under the new system, he said, schools would cease to be primarily concerned with knowledge and would be preoccupied with what was useful. "It is the organizing principle of the small grocery shop become inflated and gone mad," he said.

Teachers, to adopt the Socratic concept, should see their job as promoting understanding, enlarging the range of consciousness and developing the individual.

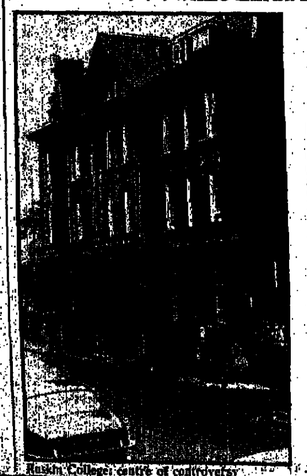
To be effective, teaching should be independent of outside pressures. Secretaries of state should not be given powers to determine the contents of the curriculum.

Dr Abbs ending by thanking the local teachers' unions for providing him with a platform.

"They have met suppression with openness; they have countered a blind act of the bureaucratic mind with the enlightened act of engaged intelligence."

. . . while Linda Blackburne looks at a long-awaited report on Oxford's Ruskin College

Ruskin welcomes proposal to overhaul college disciplinary procedures



Ruskin College: centre of controversy

Ruskin College, the trade union-sponsored Oxford college embroiled in a controversy over academic freedom, should refine its disciplinary procedures, says a report published this week.

The long-awaited report commissioned by the Government in March has been welcomed by Ruskin's governing council and executive committee.

The 88-year-old college has agreed to implement the report's recommendations in full and has confirmed its commitment to academic freedom in a statement incorporating the principles of the report.

The controversy was sparked when Mr David Selbourne, a politics tutor at Ruskin for 20 years, wrote an article for *The Times*, boycotted by trade unions at the height of the Wapping dispute. Mr Selbourne, who is suing the college for constructive and unfair dismissal, left Ruskin in October 1986 after his lectures were boycotted by angry students in support of the print unions.

The Department of Education and Science, which provides 51 per cent of the adult education college's funding, asked Ruskin to explain its actions and its intervention led to an investigation by Sir Albert Sloman, a former vice-chancellor at Essex University, Professor Peter Bromley and Lord Cobbold.

They criticize the report on the episode prepared by Ruskin's academic advisers. This report by Professor A H Halsey and Lord McCarthy, of Nuffield College, and Dr Leslie Macfarlane, politics lecturer at St John's College – all Oxford dons – was "ambiguous" about the principles on which academic freedom rests, says the Sloman report.

It also criticizes a letter written by Dr John Hughes, Ruskin's principal, which said that whereas freedom to express views was guaranteed to academic staff in the college, such views should be "within the law and should not be framed in racist or sexist forms".

The report says: "The use of the latter phrase appears to suggest that academic freedom may be constrained. The principal and the vice-principal stressed that it was not their intention to quality the college's view of academic freedom in any way. They accepted that 'racism' and 'sexism' were ill-defined concepts and that it would have been better to have ended that sentence at 'within the law', or alternatively to refer to 'racist and sexual discrimination', terms which are defined in law."

However, the report says the college gave "considerable thought" to the Selbourne incident but that there was been "misunderstanding". It finds most of Ruskin's procedures and disciplinary procedures under discussion "entirely satisfactory".

"In deed in some respects, for example, in the matter of discrimination, the provision is wider and more explicit than the comparable provisions in most universities," says the report.

But it recommends that the college's disciplinary procedures should provide a clear definition of breaches of discipline which should include "conduct which obstructs, or is liable to obstruct the holding of any lecture, class or other instruction given by the college, for example, by means of a boycott".

Dr Hughes said: "We are delighted that the Secretary of State has chosen to publish the report in full. It provides a clear statement of the principles and practice of academic freedom which, I think, are of relevance throughout higher education. We look forward to taking part in the important debate which is sure to take place."

Lady Hooper, junior education minister, welcomed the report in the House of Lords. She said: "The Government recognizes the relevance of academic freedom to the legislation which it will be bringing forward shortly to modify the tenure of academic staff: the relevant provisions will be framed so as to take the issue into account."

PRIMARY

Rejected BEd course loses funds

by Bert Lodge

A primary teacher training course is the first to lose its funding as a result of assessment by the body set up three years ago to scrutinize BEd courses.

Mr Kenneth Baker, Education Secretary, told the Liverpool Institute of Higher Education last week that he was withdrawing approval for its BEd with psychology course. This year's intake would be the last.

His action followed advice from the Council for the Accreditation of Teacher Education which has reviewed courses at nearly 50 colleges and universities.

The Liverpool course failed to meet CATE's criteria relating to subjects considered suitable for intending teachers.

Dr James Burke, rector of the institute, said that when the initial CATE inspection took place over a year ago everything on the course was approved. "But psychology as a suitable subject for primary teachers was the subject of a national debate so the council decided to stand back until it was clarified. Then they told us this summer that psychology could not satisfy the criteria."

Compromises which emphasized literary, mathematical and scientific content were proposed, Dr Burke said, "but we felt we would not be able to retain the integrity of the course".

Psychology is a popular subject. Forty six students chose it this year, though when they choose their main subject at the end of the first year the number would probably drop to 12 or 15, he reckoned.

While it would not mean staff redundancies, the implications of the decision were serious. "Other institutions are doing psychology. Unless they are doing it differently they will be similarly affected," Dr Burke said.

Professor William Taylor, vice-chancellor of Hull University and chairman of CATE, stressed this week that the council merely offered advice and any decision to cease funding a course was for the Secretary of State.

"The council looks at the content of the course in relation to the primary curriculum. The idea is to ascertain its relevance in relation to the teaching contribution an individual will make in a primary school," Professor Taylor said.

A more critical appraisal of the relevance of some subjects for teaching was introduced during Sir Keith Joseph's term as Education Secretary.

In the early 1980s, some students applying for teacher training places were rejected if their degree was in subjects such as applied social science, psychology or government.

When CATE's criteria for assessing teacher training courses were published in Circular 3/84, candidates' degrees were required to be "appropriately related to the work of primary or secondary schools".



Sally and Richard Greenhill

Brought to book: CATE has rejected its first primary teacher training course

A formula that aims to add words to numbers

Innovative ways of linking maths and language will be introduced in South Wales primary schools in the new year.

Games which demand accurate descriptive as well as numerical ability will feature in the project.

In one, a pupil hides a toy animal and the rest of the group guesses what kind of creature it is by asking questions that require counting its characteristics.

The scheme is the result of research undertaken by teachers and an advisory team. The teachers hold the Polytechnic of Wales' diploma in mathematics education, while the advisers – Mr George Ball from the polytechnic and Mr Tom Brissenden of University College, Swansea – are researching links between language and mathematics.

Mr Brissenden is convinced that one can be used to assist development in the other. For example, language means more to young children than numbers, so talking about arithmetic helps pupils to think mathematically.

Edited by Sarah Bayliss

This approach places new demands on teachers and requires classroom organization very different from the traditional approach of pupils working individually on commercial mathematics schemes or work cards.

"Using our method, children work in groups discussing their ideas and progressing from each other's suggestions," Tom Brissenden explains. "The teacher then assumes the role of facilitator, drawing out children's ideas, extending their responses and getting them to share and compare their ideas.

"The teacher should intervene in a discussion to pose challenging questions to the group and ensure that the dialogue runs smoothly. But he or she must not do the thinking for the children.

Indeed, one of the problems the project tackles is how to get teachers to regard young pupils as competent mathematical thinkers. Guidelines are contained in the in-service teaching pack the Mid Glamorgan team is developing.

Mr Brissenden believes that using mathematics in this way can contribute greatly to primary school language teaching. The in-service pack is now virtually complete, ready for testing in selected South Wales schools during 1988.

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Dr Bruno Bettelheim, one of the greatest child psychologists of the century, visited Newcastle and London last week addressing an audience of more than 1,000 people. The conferences, sponsored partly by the Paper Harrow Foundation and the Caldecott Community, drew attention to the trail of destruction which highly-disturbed children can leave in foster homes and the effects of cutting back provision for residential treatment. Sarah Bayliss reports



Mike Goldwater/ Network

Why love is not enough for distressed children

The acute suffering of many children at the hands of their parents – including a minority who are sexually abused – warrants a major new investment in therapeutic residential communities in Britain and the United States, according to the eminent child psychotherapist, Bruno Bettelheim.

At two conferences held in his honour last week, Dr Bettelheim addressed child care experts in Newcastle and London on the urgent need for 24-hour care and psychological treatment for emotionally damaged children.

He restated his life-long conviction – dating back to his student days in Vienna under Sigmund Freud – that such distressed children needed special therapeutic communities in which they could begin to recover, over years rather than months.

His experience as director of the Orthogenic School in Chicago for 30 years, where he inspired a team of counsellors to help disturbed children to "grow straight", had shown that sexual abuse was far from being the sole or most disturbing problem.

"I've seen far too many children utterly destroyed by their parents where there was no sex abuse whatsoever," he said.

He later said of the publicity given to cases of child abuse: "I am afraid these kind of cases arouse people's curiosity and prurient interests. But altogether they are a small minority of the vast numbers of children who need more and better services."

Such children had been terrorized by physical abuse, driven to distraction by nagging or felt totally undervalued by neglect and emotional cruelty.

The moving message of the 83-year-old psychologist, whose experience in Nazi concentration camps gave him a deep understanding of the effects of terror, was summarized in the conference title: "Love is still not enough".

Thirty-seven years ago, the first edition of his book, *Love Is Not Enough*, was published describing a specific treatment method for children who were either homicidal, suicidal or both.

Dr Bettelheim, who now lives in retirement in California, vividly recalled the cases and treatments of children who came to the Orthogenic School because everywhere else had failed to help them.

With gentle humility he skated over its stunning success with 80 per cent of pupils who left the school after five to seven years to live normal lives. The tragic fate of the other 20 per cent was sometimes lobotomy treatment or possibly suicide or conviction for murder or arson.

Earlier this year in two BBC television programmes, ex-pupils of Bettelheim's who were now successful citizens in the States credited him with saving their lives. For them his long-term, labour intensive treatment had been a court of last resort.

Before the London conference, Bettelheim was asked what evidence he had that his kind of therapy was "cost effective". With characteristic patience but directness he replied: "When you rehabilitate a child arsonist who's done millions of dollars of damage, sure, it's very cost effective."

His first act after he established the Orthogenic School in the early 1940s was to change the locks on doors so that only the outside world could be locked out, rather than the children locked in. "It was terribly important for some children that their parents were not allowed into their quarters."

Every child had a counsellor whose responsibility was to provide total care and therapy. If a child needed to run away – as some frightened children did – the counsellor would run with them and ensure they were safe.

The school had to convince children from their first day that it existed only for them – time was not a consideration and staff had no ulterior purpose.

The routine was as simple as possible so that children could begin to succeed for the first time in their lives.

The conviction at his school was that nothing was too good for the children.

When the time was right, children started academic work and eventually attended "normal" school – either the local high school or a progressive school on the university campus.

The greatest reward for the staff was to see children regain sanity. "What we learned was that one can succeed in restoring to a complete state of health even the most disturbed children there are."

'Put social behaviour before maths'

Dr Bettelheim is familiar with teachers' complaints that children are getting more difficult at an earlier age. He says they are right – and teaching *is* harder than it used to be.

But his analysis also takes in the parents and the children; their lives are psychologically more complex than in the past.

"Again and again teachers tell me, 'I have to teach arithmetic and I can't spend hours on why Mary and Charlie fight each other in class'."

His own solution, based on experience with acutely disturbed children, would be to focus less attention on maths and devote more time to exploring the "asocial phenomenon" – Charlie and Mary.

He doesn't accept that their classmates will suffer too much – indeed they could learn a great deal. "Sure, they won't learn so much arithmetic but in the long run it might be more important for them to have a better understanding of disruption than algebra – which as likely as not they will forget, as I have, and which a computer can do for them anyway."

He recalls a former student in the States who became a teacher in mainstream education and persuaded her school to devote four hours a week to class discussion on whatever the children needed to talk about.

After a short time, the subjects became serious and intensely personal: anxiety, jealousy, competition for grades, parental pressures. The atmosphere of the school changed and the teachers began to develop into new roles as "moderators". In his view it was a better school because it had "freed itself of the traditional programme of classroom teaching".

Apart from exploring what was on children's minds, Bettelheim's own method would be to create fascinating environments – classrooms so interesting and personal to the children that their interest overcame their social ways.

Later, during his lecture and slide show to the conference, he showed how "nothing was too good" for the children of the Orthogenic School. "This is a successful classroom," he said, "because it doesn't give the impression of school."

Each classroom was different from the next – colourful and furnished with loving care. Large stuffed animals and rocking horses were present; in one corner stood a huge giraffe for children to climb, sit on, kick and cuddle. "Furniture can be extremely therapeutic."

Returning to our interview and the subject of children's changing lives, he pointed to separation and divorce as being "very hard" on children.

Their economic value had also changed. Children used to contribute their labour to the family and the more children there were, the more prosperous it might be.

He admitted the past was not all rosy – the problems were different: poverty, starvation, conflagration. Today the issues were essentially psychological, intangible and harder to cope with.

His message to parents was to recall their own childhood and apply what was positive. "Try to understand the needs of your children. They want to feel appreciated and understood."

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IN BRIEF

NAB agrees to cut places

The National Advisory Body this week proposed that 3,000 places should be cut from next year's targets for colleges and polytechnics in order to preserve the current unit of resource (funding per student). The resolution was passed without opposition, with representatives of the Department of Education and Science abstaining.

The NAB committee, which will make the final recommendation to ministers, had already called a meeting with leaders of the institutions, trade unions and industry to discuss such action, just a week before the committee is due to agree on a detailed distribution for places for 1988/89.

Mr Robert Jackson, under secretary for higher education, who will chair both meetings, will be anxious to overturn the board recommendation because of the Government's commitment to increasing access to higher education.

If the recommendation goes ahead, some polytechnics stand to lose funding for more than 100 students – although a cut of 3,000 places would still leave a record number of students in the public sector next year because previous increases are still working their way through the system – TES.

Censure dropped

Mr Tim Brighouse, the Oxfordshire chief education officer, received a vote of confidence from his education committee, following criticism from some Conservative members of statements he had made in newspaper articles. Mr Douglas Spencer, Tory councillor for Bicester North, had tabled a motion telling Mr Brighouse to keep a neutral stance.

But on Tuesday, Alliance councillors sided with the Labour group to vote through an amended motion by 36 votes to 21, noting "the CEO's professional analysis of the Government's education proposals and his conduct (in line with the normal conduct of county council officers) of reflecting the views of the education committee in his statements in the local and national media."

Award grant

Mrs Angela Rumbold, the Minister of State for Education, last week announced a £40,000 grant to sponsor the Schools Curriculum Award Scheme next year. The scheme has been in existence since 1982 and is intended to recognize outstanding quality in a school's curriculum planning and teaching.

Presenting the latest awards in a ceremony at the Barbican, Mrs Rumbold said: "We have demonstrated our support for good curricular practice and innovation and I hope the award scheme will go from strength to strength."

Language gap

Around one pupil in seven in the Inner London Education Authority is not fluent in English, according to a language census published this week. The numbers are 25 per cent up on 1985.

The census, carried out by the authority's research and statistics branch, also shows that 172 languages are now spoken by Inner London schoolchildren, compared with 161 in 1985.

NELP help

The North East London Polytechnic is not to close, contrary to a report in last week's *TES*. Rector Professor Oliver Fowler has called for compulsory redundancies as a practical solution to current financial problems.

The governors have so far rejected this alternative, but the Joint Education Committee of the Boroughs of Newham and Barking and Dagenham have stipulated that the governors must re-examine their position.

Wrong name

Pupils pictured in a visit to British Telecom's City Centre Exchange (School to work, *TES* October 9) were from Kemsal High School, Stafford, and not Kemsal High School, Manchester as stated in the caption.

Diane Spencer visits a "tumultuous" initiative in the country's white hinterlands . . .

Multicultural festival breaks the silence



Thai for two: Carl Carter and Kelly Watson try on hats from Thailand

The cacophony greeting unwary visitors to the West Norfolk Teachers' Centre in King's Lynn would have knocked them back into the car park.

In one room junior school children were trying their hand at playing instruments made from tubing, aluminium scrap, wooden blocks and shoelaces . . . with fiendish enthusiasm.

Upstairs, another group was learning African rhythms with complicated handclapping and foot stamping. Next door, mercifully quieter, a cornucopia of costumes, hats, masks and artefacts from around the world awaited a third set of pupils in an exhibition organized by a husband and wife team called Jackson's Contrabanned.

When they all left at noon the centre was suddenly, eerily silent. But it was a successful morning in the second day of a week devoted to multicultural activities in this corner of a county where a black face is rarely seen.

"Peterborough is not far away over the border with its ethnic minority community and a multicultural centre – it's another world," said Jan Duffil, the teachers' centre co-ordinator.

The idea for the week's festival emerged a year ago when three deputy heads in local primary schools were sent on an in-service course at Homerton College, Cambridge, sponsored by the Department of Education and Science as part of its post-Swann initiative.

Kathleen Appleby, from Terrington St John, Sandy Wilbraham, from Clenchwarton, and Sally Hall, from Terrington St Clement primary school had to do a practical assignment after their course and were struck by the lack of resources in their area.

Although they did not know each other before the course, they decided to work as a team to build a resource pack for the teachers' centre.

They wrote to embassies, publishers, the Commonwealth Institute, museums, teachers in multicultural areas and various organizations, accumulating a respectable wealth of material. They decided on a launch – which grew into a week-long festival.

The first day was for adults only – the rest of the week was divided between children's activities in the morning: music, displays and tasting of food, theatre in education, dressing up for infants, and seminars – and workshops in the afternoons for teachers on art, maths, resources and festivals and celebrations.

The three deputy heads hope that ideas will "percolate through" into the mainstream curriculum following the festival. They see it as a beginning, not as a "one-off" event as they intend to build up a network of teacher groups throughout the area to get across the "multicultural message".

They are ready for criticisms of "tokenism" and of treating the issue in the "steel band, sari and samosa" fashion. "We will probably amuse some teachers who deal daily with many ethnic groups," Mrs Hall said.

But they emphasized that their part of the country has to start somewhere. The week's events have certainly raised teachers' and pupils' awareness of the wider world. And it was fun – at least for the children.

. . . while Anat Arkin talks to Brent's prize winner

Careering on to an award

Patrick Jordan, one of Brent's senior careers officers, has received an award for his outstanding contribution to the development of equal opportunities at both national and local level. The award was one of four presented by the Institute of Careers Officers.

Mr Jordan worked as an administrative officer for the Greater London Council before joining the the Inner London Education Authority careers service in 1970. "I felt I wanted to work with people, and thought about teaching in further education, but decided on careers counselling."

In 1982, when Mr Jordan left the ILEA to take up his present post in Brent, only 10 per cent of careers officers in the borough were black. Today the figure is 35 per cent, the highest in the country. Brent recruits one trainee careers officer a year and since 1983, all have been from black ethnic minority groups.

Mr Jordan has helped build a community-based service that reaches people who have not received careers guidance in the past. Six careers officers identify the needs of people within their allotted "patch", and bring the careers information directly to them.

Most are "older young people", up to the age of 25, who have had little work experience and, in some cases, did not know about the careers service. Most are black, but there has been an increase in the number of white users, including members of Brent's Irish community.



Ian Macqueary

Patrick Jordan: "I wanted to work with people"

Lords turn down appeal from part-time lecturer

Hundreds of part-time teachers could be adversely affected by a recent House of Lords decision over a claim for redundancy and unfair dismissal by a woman college lecturer.

The decision will hit women harder as they form the majority of part-timers.

Law Lords ruled that Mrs Elizabeth Lewis was not entitled to aggregate either the weekly hours worked or the periods of employment necessary to qualify for making statutory claims for unfair dismissal or redundancy.

She was employed by Surrey County Council in 1969 to teach photography at the then West Surrey College of Art and Design in Guildford. Although she claimed she had done the same job over the years, internal reorganization at the college in the early 1980s resulted in a variety of contracts – some just to cover exam marking.

After a change of staff and policy in June 1983, the council decided not to renew her contract and she claimed for unfair dismissal and redundancy payments. She was then 48.

An industrial tribunal decided in her favour, but the council won on appeal on the grounds that she could not establish the relevant qualifying periods of continuous employment to make her claims. She then appealed to the Lords.

Under the Employment Protection Act, 1978, employees can get statutory entitlement for unfair dismissal and redundancy if they have worked 16 hours a week under a single contract, or eight hours where there has been continuous employment for five years.

Mr David Triesman, negotiating secretary for the college lecturers' union, the National Association of Teachers in Further and Higher Education, found the ruling "gloomy".

"It means that in a mainstream profession it's possible to offer work in quite a casual way with no firm employment rights. It can't be good in any employment, but it's gross as a way of organizing post-school teaching." NATFHE reckons there are about 100,000 part-time further education teachers.

The National Union of Teachers, which calculates that about 10 per cent of its membership of about 200,000 is part-time, thinks they are not likely to be as badly affected as their FE colleagues.

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Muslim girls face 'limited' curriculum

Bradford Muslim Girls Secondary School offered its 65 pupils a "limited, unexciting and unchallenging" education, the HM Inspectors said after an inspection in September and October last year.

But the school's governors say that with financial assistance, they could "develop the most exciting, broad and balanced curriculum, permeated with high moral values".

At the time of the inspection, the privately-owned school had no headteacher and none of the five teachers was trained. No one was qualified either by initial training or experience to teach English, English as a second language, physical education and humanities.

The HMI report says the school was therefore unable to offer the same curriculum to all its pupils, despite the age overlap in all of the three classes. Pupils in one class, for example, received no tuition in English, while those in another class had no science. Procedures for dealing with pupils' individual needs were inadequate: "The lack of a balanced curriculum supported by schemes of work, which would provide a framework for learning, is apparent in the low expectations of the staff and the equally low response of the pupils."

The inspectors noted that the lack of equipment and resources restricted the range of practical activities. "For example, PE has only a few bean bags, hoops and skipping ropes; the science equipment is contained in a box about the size of a shoe box and there is no practical mathematics apparatus beyond a number of sets of geometry instruments."

Since the inspectors visited the school last year, the governors have appointed Ms Paula Wallace as head. She has 30 years' experience in the maintained sector and is a teacher-trained graduate.

Several trained, part-time teachers have also been appointed and extra resources include a science laboratory. However, the governors say that without financial assistance, it will be difficult to make further improvements. They blame the inspectors for criticizing us "for not conforming to their requirements, instead of offering us help".

HMI reports

Copies of HMI reports are available from the Department of Education and Science, Publications Despatch Centre, Honeypot Lane, Stanmore, Middlesex HA7 1AZ. Welsh reports are available from the Welsh Office, Cathays Park, Cardiff CF1 3NQ.



Book ends: many Welsh language books were published 50 years ago

Welsh textbook shortage affects A level choice

Textbooks in Welsh are so scarce that Welsh-speaking sixth formers are choosing to do their A levels in English, HM Inspectors found.

After looking at 20 secondary schools in Gwynedd in spring last year they report: "The shortage in the provision of Welsh books is of great concern to every Welsh medium teacher and prospective student . . . some students are reluctant to study even their favourite subject through their mother tongue, and sometimes an almost formal agreement has had to be reached that they would not be expected to prepare anything in Welsh from texts in English."

The report says: "Few Welsh books have been prepared during the last few decades, even in traditionally Welsh medium subjects such as scripture, geography and history, while the substantial 'history' elements in the syllabus of several A level subjects such as music, art and design and home economics are now without any suitable texts in Welsh."

In one school where departments had prepared bibliographies for the A level students, Welsh books made up only one-seventh of the titles for scripture. For history, including the history of Wales, it was one-twelfth.

"Many of these books had been published half a century ago or had been prepared for a different readership. Many heads of department were unable to name more than one Welsh book in their subject which was acceptable for A level work . . ."

Spend more on policy changes, Cornwall told

An HMI report on education in Cornwall praises much of the work of the county's schools and colleges, but calls on the l.e.a. to develop clearer policies for change. The report is based on inspections carried out in 1984 and 1985, but has just been published.

The inspectors note that Cornwall has one of the smallest and most widely scattered school-age populations in the country, and that the proportion of the county's budget devoted to education is lower than the average.

They say they were impressed with the behaviour of primary school pupils and with their progress in language and mathematics. But in some curriculum areas "the differentiation of work for boys and girls is both unnecessary and undesirable".

In secondary schools, "much of the mainstream work is good and examination results creditable". The report identifies strengths in English, maths, science and music, but says that many schools pay insufficient attention to personal and social education.

Both primary and secondary schools are criticized for failing to prepare their pupils for life in a multiracial society.

Standards of written and practical work in further education and sixth-form colleges are described as high, with examination results in vocational areas above the national average. While current levels of recruitment are good, the report urges colleges to "do much more to identify external needs, plan and market" their provision.

HMI observed deficiencies in the level and quality of youth work in the county. "Cornwall's youth service is not so much a partnership between maintained and voluntary provision as a voluntary service with l.e.a. support."

The report speaks of the need for "clear and precise policies supported by the allocation of sufficient money" to develop areas such as the youth service, adult education, INSET and the advisory service, but adds that "Cornwall can embark on such policies from a base of confidence in what it already provides".



Down to design: pupils from John O'Gaunt school in Trowbridge, Wiltshire, work on silk screening

Butlins opens centres to exam hopefuls

by Anat Arkin

Hundreds of pupils and their teachers from all over the south have been spending time at Butlin's holiday centres rather than in the classroom – preparing for GCSE examinations.

They were taking part in the first GCSE residential weeks offered at holiday centres in Brighton and Minehead by Rank Educational Services. Mr Geoffrey Stone, the general manager, says the programmes aim to give pupils a chance "to do academic work in a non-academic environment" and to make use of the centre's facilities.

This month, three residential weeks are offered in maths, biological science, English, drama, art, humanities and physical education. Further programmes are likely to be offered next year.

Although teachers accompany their pupils, Rank provides specialist subject advisers and resources packs of study papers, maps, diagrams and other learning materials. Rank staff also co-ordinate recreational activities, which include archery, swimming and rock climbing.

The residential programmes were devised with the help of Mr James Pelling, former education officer for the London Borough of Newham, who acted as an educational consultant to Rank Educational Services.

The resources offered by the holiday centres allow children to do practical and varied work and to explore cross-curricular themes. In a creative writing session on the first day, for example, pupils at the Minehead Centre went to nearby Dunster Castle. They drew the castle, learnt about its history and then spent a creative writing session on it. In a maths session, another group of children used dartboards to work out the probability of different scores.

Both teachers and Rank staff say that so far the pupils have enjoyed themselves and there have been no disciplinary problems. And the children's own verdict? "It's better than school!"



Under scrutiny: girls from Somerton's Regent's Park school examine fungi found on an ecology expedition

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Cheshire needs £2.5m to lift PTR

by Barry Hugill

An improvement in the pupil teacher ratio in Cheshire's secondary schools has been recommended by an independent team of experts.

The team, headed by Dr Andrew Fairbairn, the former director of education for Leicestershire, spent a year visiting every secondary school in the county. Their report says that "much is very good and most was satisfactory" in the schools. But it adds that "Cheshire secondary education is not entirely without imperfections".

The overall secondary PTR in Cheshire is 1:16.5. The average for English counties is 1:14.5. Dr Fairbairn suggests that an extra £2.5million be spent next year on the recruitment of 195 extra teachers in order to bring the PTR into line with other comparable authorities.

The county council decided to call in outside experts in 1986 with a brief to consider the curriculum and organization of schools with particular reference to under-achieving pupils.

The Labour Party, which controls the council with Alliance support, pledged in its manifesto for May's local elections to implement, wherever possible, the recommendations of the experts.

Main recommendations include:

- a permanent supply teaching force
- unstreamed classes in the first year
- the introduction of records of achievement
- procedures to identify gifted pupils

The improvement in the PTR is picked out as the top priority, closely followed by improved internal redecoration of schools. The report accepts that both would involve considerable extra spending.

The report has been welcomed by Mr Peter Nurse, the Labour chairman of the education committee, who says that it would "form the basis for discussion in schools, parent teacher associations, governors' meetings and the county council".

Big funding study opens old wounds

Britain spends more than £13 billion a year on vocational education and training. This is the figure the Manpower Services Commission put forward this week as an estimate of the total expenditure by the public agencies and employers.

The estimate is part of the first attempt to map the way the whole of the training system gets and uses its money. The mapping is the initial stage of a massive study which will seek to establish how the funding of the country's vocational education and training can be improved so as to overcome its widely-recognized deficiencies.

The results of the mapping study are set out in a consultation document which is to be sent to 6,000 organizations, including local colleges, universities, local authorities, training bodies, employers, and unions. Their comments will be needed early in the new year, to be taken into account in the main study, due for completion in the summer.

The consultation will raise issues which notoriously divide the Government from other interests such as the local authorities and the unions. Among the matters on which views are sought is how the public funding of vocational institutions should be handled – a question which bears directly on the bitter controversy over the control of further education college funding.

The management consultants who carried out the mapping say that vocational education and training system (VET) funding is not a single system but a number of sub-systems which have evolved to meet various perceived needs. The document tries to identify the main relationships between them, and their part in the provision and use of funds.

They say their figure of £13 billion a year for the total spending, made up of a loose reckoning of the employers' bill as around £5 billion, PE and HE vocational educational costs of just over £7 billion, and armed forces expenditure of £1.3 billion, is a conservative estimate.

The report describes, in turn, the activities and role in the system of employers, institutions, vocational qualifications bodies, and analyses the flow of funds to each of them. It also examines in some detail the position of trainees and students under the various funding arrangements.

The document lists the issues which the MSC believes need to be discussed in relation to each of these groups.

Among the employer issues are:

- ☐ Do employers give the right emphasis to VET, and to what extent is it attributable to existing funding and tax arrangements?
- ☐ Do employers have the right balance between the initial training of the young and the retraining of older workers?
- ☐ Is VET expenditure rightly revenue spending or capital investment?
- ☐ Should there be different VET funding for small firms?
- ☐ Should the Government adopt a hands-off attitude towards employers' training, or is greater state intervention needed?



Colin Cuthbert

Sir Bryan Nicholson: got his way

Estimates of total spending on VET in Britain

	£ billion (current prices)
Public expenditure on VET (a)	7.1
Employer spending (b)	5.0
Armed Forces (c)	1.3
	13.4

NB: Excluded from the above table are support received from the benefit system, self-financed VET and financial assistance from within the family unit. The level of support from these sources is unknown.

Sources: (a) Treasury papers, SED and Welsh Offices;
(b) DH&S estimates;
(c) May 1986 *Employment Gazette*.

Among the higher and further education issues are:

- ☐ What is the best way for institutions to be funded – and the right balance between private and public sector funding and centralized and local funding?
- ☐ Is it right for advanced further education in polys and colleges to be funded on a different basis from that in universities?
- ☐ Does increased dependence on specific income unduly restrict academic teaching and research; or does it help channel funds to priority areas in a controllable way?
- ☐ What is the proper balance between academic excellence and meeting employers' needs?

In dealing with the issues that affect individuals, the document asks whether the highest level of funding should continue to be concentrated on those taking advanced courses with the best job prospects, and whether this could be changed without endangering access to higher education for the lower income groups.

It also asks whether existing tax arrangements, which exempt mandatory awards but not apprentice pay, are justified.

The overall issues on which comment is invited include:

- ☐ Should there be a set of common objectives for VET, no matter who funds an activity?
- ☐ Does the present system of many sources reduce the risk of a major failure in funding?
- ☐ Is there an appropriate balance between public and private sector funding; and between academic and vocational provision. Does the current balance between individuals, employers, and the state, need to be changed?
- ☐ Does the present funding structure produce results which are not good enough, and if so, in what way should it be changed?

"This report informs interested parties about how funding currently works, raises key issues and, most importantly, it asks for their views. The report and the comments on it will help the Commission to formulate recommendations," said Mr Ian Johnston, the MSC's deputy director. He described the mapping report as "an important and significant document". It presented a great deal of information that had never been found in one place before, and asked some very searching and often fundamental questions, he said.

Responses to this document should reach:
Leigh Hackel
Room E430
MSC
Moorfoot
Sheffield S1 4PQ
on or before January 22, 1988

The facts they didn't want

The Manpower Services Commission has been pushing – with varying degrees of enthusiasm among its corporate parts – for nearly a decade for permission to get down to a great funding study such as this. The incoming first Thatcher government, using the Commission's visionary plans for reforming training as an umbrella against criticism while it dealt with more serious matters, initially acquiesced in the plan for a review.

But by the time the commission, itself engrossed in preparing the Youth Training Scheme, had got round to preparing a proposal, employment ministers had woken up to the danger.

Sectoral breakdown of employer training provision

	£ billion (1984 prices)
Manufacturing and construction	1.2
Service sector	1.8
Nationalized industries and other public corporations	0.3
Central government (excluding Armed Forces)	0.4
Local government	0.5
Total	4.2*

Sources: IFF Survey, 1984 (for manufacturing and construction and service sector)
DH&S estimates (other sectors)

*1984 expenditure equivalent to some £5bn at 1986 prices.
Based on May 1986 Employment Gazette.

The reason the unions were so keen on an inquiry into funding was that it was highly likely to produce a convincing argument against leaving training to the voluntary activity of employers.

Ideologically, and, more to the point, fiscally, the Government was determined to believe that voluntarism would work, despite the evidence of decades of under-training or misdirected effort throughout most of manufacturing industry.

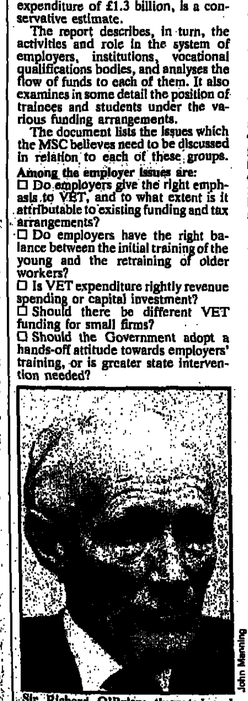
Mr Norman Tebbit, in his first act of note as Employment Secretary, sacked the Commission's then chairman, Sir Richard O'Brien, for saying publicly that it would not work; and Mr Tebbit was not going to risk having a heavyweight review group saying the same thing.

So, in its Training for Jobs White Paper in 1984, the Government dismissed the need for any further review of funding, claiming that the White Paper had served that purpose.

But two years on, with their desks piled high with Jeremiad reports on the decline of the voluntary training system, ministers were more ready to listen. Sir Bryan Nicholson, a new chairman, was able to get them to accept a funding study as part of a package of proposals aimed at tackling the underlying causes of Britain's training deficit.

The study has come just in time to help deflect some of the mounting criticism from MPs of all parties at the lack of the clear picture of Britain's overall training needed to ensure that public money is spent on the right things.

Edited by Mark Jackson



John Manning

Sir Richard O'Brien: thwarted and sacked

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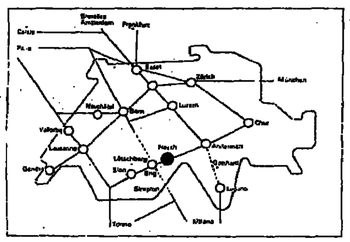
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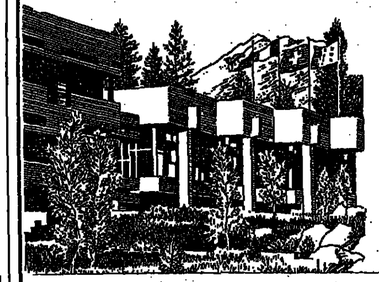
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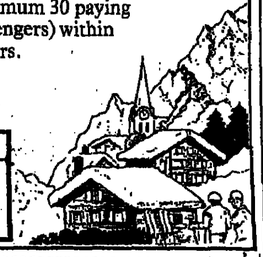
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NEWS

BAKER'S BILL

With the publication of Kenneth Baker's Great Education Reform Bill expected next week, *TES* staff report on the latest issues raised by the debate over the Government's consultation papers

Whitelaw reveals fear over opting-out

by Richard Garner

A pointer to the opposition the Government faces in the House of Lords over its education plans came last week in a remarkably frank radio interview by Lord Whitelaw, the deputy Prime Minister, during which he said he imagined it would be defeated over its opting-out proposals.

Interviewed on a BBC Radio Four programme, *Analysis*, on the powers of the Upper House, he said: "When it comes to the Education Bill, there are major issues at stake here. Some very big changes are being proposed.

"A lot of people in the Lords know about our education system at all levels – in the universities and in the schools – and therefore I think there will be a great deal of argument and discussion on that Bill and I should think the Government will be defeated on that Bill and we shall have to see where we go from there."

Pressed on which of the Bill's proposed clauses the Government would be most likely to face defeat on, Lord Whitelaw continued: "I would suspect probably on the proposals for opting out." These allow for schools to opt out of local education authority control.

But Lord Whitelaw was not the only one who foresaw difficulties. Lady Young, the former Education Minister and former Conservative leader in the Lords, also acknowledged that trouble may lie ahead.

Asked which Bills were most likely to provoke opposition, she replied: "I think particularly the Education Bill. I suspect when this Bill comes to this House, there will be amendments which the Government will find it very difficult to win."

Such revealing admissions by senior Government figures in the House of Lords have embarrassed the Conservative Party – although Mrs Thatcher was quick to point out even before the programme went on the air that she was determined to push through the opting-out proposals whatever happened in the upper chamber.

Speaking during Prime Minister's question time in the House of Commons on Thursday – after Lord Whitelaw's comments had been leaked to national newspapers – she said: "The Government's opt-out proposals, I believe, will go through and become law."

The House of Lords has the power to delay Government legislation for a year and, according to the *Analysis* programme, has voted against Government proposals 100 times in the seven years since Mrs Thatcher came to power.



Lord Whitelaw: big changes



Lady Young: amendments

In order to do so, it needs considerable support from independently-minded cross-benchers, the Church and – according to the programme – the signature of at least one disgruntled Conservative lord on an amendment to ensure its passage through the upper chambers.

It certainly looks as though the Church will be lined up against the Bill. The Bishop of Manchester, the Right Reverend Stanley Booth-Clibborn, told the programme: "Education is really fundamental and – while we sympathize with the stated aims of the Government to improve standards of education – the ways in which this is apparently to be done, I feel, may be damaging to schools."

He said that the Church did not really have an effective lobbying system to ensure a massive turn-out on an issue which it felt important. The Archbishop of Canterbury would normally ring a couple of Bishops to ask them if they would be attending.

The telephone lines at Lambeth Palace are expected to be buzzing just before Easter, when the Education Bill is due to be discussed in the Lords.

● The Rt Rev Dr Graham Leonard, Bishop of London and chairman of the Church of England board of education, has agreed to meet Mr Baker following his open letter last month which strongly criticized the Education Secretary's proposed educational reforms, *writes Bert Lodge*.

He said they seemed to be "born of a spirit of desperation", were backed by a motivation that seemed essentially utilitarian and materialistic with a degree of play left to market forces not appropriate to the provision of public good.

In his letter last week accepting Mr Baker's invitation, Dr Leonard stresses that it will be with the aim of persuading him to modify his proposals "and so lessen the possibility of serious damage . . . which we still believe they currently contain".

In his reply to the Bishop's open letter, Mr Baker chides the Church for being "distinctly cool" towards the proposed city technology colleges when they are expected to ease the urban youth unemployment problems about which the Church's own report, *Faith in the City*, was so exercised.

Mr Baker also defends the increased variety of schools his reforms would generate. Diversity increases choice – indeed, he points out archly, the existence of Church schools means that the maintained system already has some measure of choice and the churches are careful to guard their position.

"Surely your board would not wish to stand in the way of extending choice to those other parents whose children are not in Church schools."

Mr Baker also defends his wish to raise standards, at the same time rebuking Dr Leonard for the "remarkably static approach" of his board to the question. It was not a matter of raising them for some at the expense of others, as the bishop implied, but of raising them for all.

The Church's concept of "fairness" seems to justify its faith in coercive planning, Mr Baker notes. But there is an alternative concept of what is fair: "not that people should be stopped for doing what they think best but that they should be enabled to do so."

As to Dr Leonard's criticism that the reforms are precipitate, Mr Baker points out that it is 10 years since Mr James Callaghan initiated the Great Debate on education: "The purpose of all debates is to reach conclusions."

Curriculum debate focuses on testing

by Sue Surkes

The Government's national curriculum proposals could lead to the creation of a "thought police", Mr Tim Brighouse, Oxfordshire's chief education officer, has warned.

Writing in the latest issue of the National Union of Teachers' *Education Review*, he says that if the curriculum is about attitudes and if the national curriculum defines attitudes more precisely and within a narrow range of knowledge, there will be a temptation "to police the curriculum through a link between HMI, who have become no better than bag carriers for politicians, and the local advisers and inspectors who will, at last, find a clear but malevolent role as non-commissioned officers of a central inspectorate."

The autumn issue of the NUT review, which is devoted to different educationists' views on the national curriculum proposals, immediately precedes publication of the Education Bill. Much of the debate focuses on the Government's proposals for assessment and testing.

Mr Norman Thomas, former chief HMI for primary and middle schools and a member of Mr Kenneth Baker's Task Group on Assessment and Testing, says the main worries concern translating principles into action. "The best intentions with regard to curricular breadth, relevance and entitlement will founder if the assessment procedures create a strait-jacket rather than a framework."

In an article he wrote before his appointment to the Task Group, he asks: "Is it yet known, even in the core subjects, how to describe the changes in what a child might be able to do between 7 and 11 except in certain highly specific skills, for example in arithmetic?"

Professor Desmond Nuttall, director of research and statistics at the Inner London Education Authority, says he knows of no working system of differentiated attainment targets for fixed age groups and certainly of none that report attainment in terms of subject grades.

Mr Mike Gordon, a former president of the National Association for Remedial Education, predicts a back-to-basics drive. "We can be fairly confident that the pupils with learning difficulties will receive the biggest diet of basics, for they will be the annoying ones who threaten to depress the school results if they are not, as yet, 'test protected' by a statement".

Meanwhile, the Girls' Schools Association has attacked proposals for a national curriculum, despite the Government's intention of excluding the independent sector from the legislation.

The Government plans instead to issue a circular recommending that account be taken of the "principles" of the national curriculum. But Mrs Averil Burgess, who chairs the association's education committee, said that independent school heads expected to have to toe the curricular line anyway.

The association's response accepts the need for a national curriculum, but warns that "too rigid a prescription could prove limiting to the very best schools and so lead to a levelling down".

● Mr Baker's planned reforms would introduce a national curriculum lavished to a totally different system, Mr John Parkes, parliamentary undersecretary of state for education, told the annual meeting of the Association of Northern Ireland Education and Library Boards in Newcastle, Co Down, *writes Carmel McQuaid*.

A radical updating of Northern Ireland's system had already got off to "a propitious start", he said. Some means would have to be found to enable the national curriculum to build on existing initiatives in Ulster, he said.

Education Review *is available, price £1 for NUT members, £6 for non-members (including postage), from the NUT, Hamilton House, Mabledon Place, London WC1H 9BD.*

Race group writes to Queen

by John Oakes

A black pressure group has written to the Queen, asking her to outlaw the Government's education proposals because they "conflict with the concept of human rights and equality of opportunity".

Haringey's Black Pressure Group on Education says in a leaflet issued this week that Tories are encouraging right-wing groups to take schools out of the state system, and that, once out, they will be "controlled by extremists". The effects, says the leaflet, will be racial segregation.

The leaflet claims the words "national curriculum" mean nothing more than a return to the values of the National Front and Hitler's National Socialist Party: "Black children will be taught only about white values and white achievements."

The group's letter to the Queen adds: "Your Majesty will note that we are concerned that our fundamental human and educational rights are secured and written into the new Act, and that the new educational proposals are not used to over-ride the basic human and educational rights and liberties of the black community." The black pressure group claims that the National Front rallied to support Dewsbury parents recently over the same issue.

Haringey's Black Pressure Group on Education has been in existence for several years, and has been a frequent and vocal critic of Haringey's failure to motivate black children in the classroom.

Union branch extracts all the help it can get

by Jeremy Sutcliffe

Teachers' leaders in Birmingham hope to draw the teeth from Mr Kenneth Baker's educational reforms by enlisting the support of local dentists.

They aim to distribute leaflets explaining their opposition to Mr Baker's Education Bill in the city's dentists' and doctors' waiting rooms, as well as libraries and, they hope, supermarket check-outs.

The information bulletins for parents will contain straightforward, factual information and will be issued in a series addressing each of the main proposals. They are the inspiration of Mrs Carla Keates, West Midlands executive member for the National Association of Schoolmasters/Union of Women Teachers.

"We're not producing propaganda. We are aiming to produce non-controversial material which simply puts the facts".

Mrs Keates hopes Birmingham's local initiative – which also includes distribution of the leaflets to schools, PTAs and governors – will be taken up by the national union.

She dismisses the notion that the last thing a person with toothache wants to read while waiting at the dentists is a factsheet on the consequences of opting-out. "Our bulletins will be quite painless," she said.

Welsh finds a broader foundation

by Iola Smith

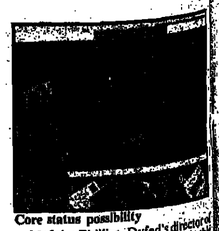
The Government has bowed to pressure to make Welsh a foundation subject in the national curriculum in all schools throughout the principality.

The original consultation document suggested that only the designated bilingual schools – which educate 20 per cent of pupils – should make the language compulsory.

However, in view of the "wide-ranging support" for the language from respondents to the document, Mr Wyn Roberts, the Minister of State for Wales, has agreed that it will now feature as a foundation subject throughout Wales. He also implies that the language could be a core rather than foundation subject in schools in the Welsh-speaking heartland. Previously, only the bilingual schools could award the language core status.

This move has been welcomed by Mr Wyn Thomas, assistant director of the Welsh Language Education Development Committee, "It will have significant implications and should secure the position of Welsh in schools throughout Gwynedd, most of Dyfed and parts of Powys. We are glad that the Welsh Office has shown a willingness to respond to educationists' comments regarding the consultation document, and that it has been able to influence the DES to secure this advance in Welsh language education."

The Welsh secretary claims that "our legislation will give Welsh a firm place on the national curriculum". But he is offering an opt-out clause for those schools where parents and governors do not wish to have the language taught.



Core status possibility

Mr John Phillips, Dyfed's director of education, is unhappy about the clause, fearing that it could create difficulties for L.e.a.s – especially some children at the opted-out schools wish to learn the language.

NEWS



Laura Rainford



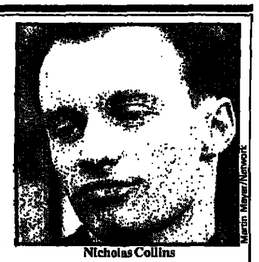
Aretha Anafo



Shakoor Khan



Emma Laughton



Nicholas Collins

Labour sees by-election as opting-out poll

Linda Blackburne reports on a crucial by-election in Wandsworth which could determine whether the council opts out of the ILEA

BAKER'S BILL

Labour activists jumped for joy when Tory councillor Mike Burnett resigned from Wandsworth Borough Council.

His resignation, prompted by a new job abroad, leaves the two main political parties with 30 seats each.

And the November 19 by-election comes in the middle of Tory-controlled Wandsworth's campaign to opt out of the Inner London Education Authority. Mr Burnett could not have timed his political firework better, say the activists – the by-election has effectively been turned into a referendum on the Government's opting-out proposals.

But the Tories refuse to rise to the bait. Education is not as big a vote-puller as Labour is making out, they say; residents in Mr Burnett's Southfields ward are just as interested in low rates and council house sales.

In any case, says Tory candidate Mr David Fanthorpe, a 30-year-old home affairs researcher at Conservative Central Office, people are already voting with their feet.

"One in three parents in Wandsworth are opting out of the ILEA and sending children out of the borough; 15 per cent are sending their children to private schools," he says.

Council leader Dr Paul Beresford points out that 15 per cent is twice the national average.

Labour politicians stress that the by-election is not just about education but also about the Tories' record in Wandsworth. Labour is in a difficult tactical position; if it overplays the education issue and loses the by-election – for whatever reason – the public and political pundits will interpret the Tory win as a vote for opting out.

Alliance candidate, Mr Jeremy Ambache, an SDP founder-member has challenged Labour candidate Mr John Gibbs, a sorting office postman for 20 years, to step down and join the Alliance campaign. He says such a challenge makes good sense because Labour does not stand a chance of winning – and the Alliance is also against opting out and in favour of keeping the ILEA.

Mr Gibbs, clearly amused by Mr Ambache's impertinence, says: "Our canvass returns show that the Alliance is down to 3 per cent. I am not wasting time playing politicians – there are serious issues at stake here."

Recent history points to a Tory win. Labour lost control of the ward in 1978 and lost again in 1982 and 1986 – though the gap narrowed last year.

A total of 10,276 Southfields residents are eligible to vote next Thursday. They come mainly from blocks of private homes interspersed with pockets of council houses. An influx of upwardly mobile young men and women has given the area a new image and £140,000 three-bedroomed semis are common – although the ward is essentially a mixture of middle and working-class with a substantial Asian population. As you would expect, opinions are widely divided.

Mr Roger Wood, Southfields school headmaster, sees the by-election as a referendum on education – and he believes his school's parents want to stick with the ILEA.

Two of his pupils agreed. Aretha Anafo, 18, said: "I don't like the idea of private education. I think it's unfair."

Her schoolmate Laura Rainford, Southfields School's head girl, lives outside the ward in Wimbledon and at 17 is too young to vote. But she is passionately aware of how important the by-election is and is upset that she cannot vote.

"I agree with the way the education system is run," she says. "If the council takes control, some people will be able to get into schools and some will end up at worse schools. Some schools will be devoid of funds."

Mr Shakoor Khan is a Tory voter. He sells pizzas and fried chicken and likes the Conservatives because they help small businessmen. He also likes private schools – he says his son, who attends a private school, is better educated than his nephew, who goes to a state school.

Mr Nicholas Collins, a 26-year-old musician from Putney who used to live in Southfields, normally votes Labour. He sees no harm in a few schools opting out of the education system, but foresees problems if it becomes a grand trend because of the "great differences in standards of living".

Mrs Emma Laughton, a 29-year-old housewife, will vote Labour. The ILEA has tried to have a policy of good provision for all areas for all types of places, including so-called extras such as music. I am very much against opting out."

But Tory candidate Mr Fanthorpe says: "There is nothing unusual or peculiar about Wandsworth running its own education. Wandsworth is larger than many outer London boroughs and has shown that it is more than adept at running local services."

Labour's Mr Gibbs has lived in Wandsworth for 20 years. He says residents have never forgotten the abolition of three day-nurseries when the Tories took power in 1978. "They abolished them straight off, no messing about. People remember those things."

TES/Collins School Staffroom Crossword Competition 1987

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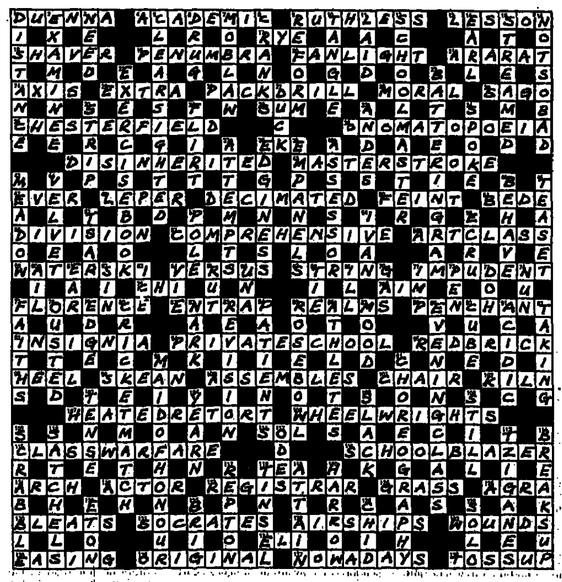
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Rockport Preparatory School, Craigavad, Co Down, N Ireland BT18 0DD
Filey School, Muston Road, Filey, North Yorkshire YO14 0HG
Hainault High School, Harbourer Road, Hainault, Ilford IG6 3TX
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Our Lady's R C School, Vaughan Street, Royton, Oldham OL2 5UU
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Boclair Academy, Inveroran Drive, Bearsden, Glasgow G61
Warneford School, Shrivenham Road, Highworth, Swindon, Wilts
High Pavement VIth Form College, Gainsford Crescent, Bestwood Estate, Nottingham
Blackheath High School, Wemyss Road, Blackheath, London SE3 0TF
Scott Lidgett, Drummond Road, London SE16 4EE
Newcastle Upon Tyne Church High, Tankerville Terrace, Newcastle Upon Tyne NE2 3BA

OVERALL WINNER OF CASE OF SHERRY

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THE TIMES
Educational Supplement

COLLINS DICTIONARIES

Where the extra cash should come from

FINANCE

Tony Travers analyses the implications for education spending of Chancellor Nigel Lawson's autumn statement delivered to Parliament last week

The Chancellor's autumn statement marks the start of a new public expenditure year for education. Overall, the Government's plans for next year show a 4.6 per cent cash increase for education and science over the expected out-turn figures for 1987/88. But this overall figure consists of an increase of 8.5 per cent for central government and of 3.9 per cent for local authorities. In real terms – allowing for inflation – the overall plan for education and science represents no change on last year's estimates, provided that education inflation is similar to that in the whole economy.

The Government prefers to compare the new plans for 1988/89 with earlier plans for 1987/88. By comparing planned spending for next year with planned spending in 1987/88, the overall increase comes out at about 8 per cent, rather than the 4.6 per cent budget to plan figure. Quite reasonably, the Government wants to present education and science spending as moving ahead as quickly as possible. But is it?

The fairest answer must be yes and no. Overall education spending *has* increased substantially in 1986/87 and 1987/88 (although teachers' pay will have taken about half of the rise), but plans for the future look much less buoyant. The proposed spending for central government and local authorities for the next three years, in the context of their actual spending since 1984/85, are shown in table 1.

These figures show that overall education and science spending increased by 8 to 9 per cent in each of the last two years. The increase in 1985/86

Public expenditure on education and science (£m cash)

	1984–85 out-turn	1985–86 out-turn	1986–87 out-turn	1987–88 estimated out-turn	1988–89 plan	1989–90 plan	1990–91 plan
Central government	2,259	2,370	2,459	2,700	2,930	3,080	3,150
Local authorities	11,692	12,109	13,232	14,470	15,030	15,550	16,010
TOTAL	13,951	14,479	15,691	17,170	17,960	18,630	19,160
% increase on previous year (cash)		3.8	8.4	9.4	4.6	3.7	2.8

was artificially low because of local authorities' creative behaviour in the last year of block grant "targets". Teachers' pay has contributed part of the rapid increase, though by no means all of it. There appears to have been a general increase in current spending on education.

The picture for the future is less straightforward. Planned spending for 1988/89 is shown as 4.6 per cent up on last year's budgets. If inflation turns out at 4.6 per cent for education, then there would be no change in real spending. But the 4.6 cash increase is usually compared with the Government's measurement of inflation, the "Gross Domestic Product deflator". The GDP deflator measures inflation throughout the economy, and in most years, inflation in education and (particularly) science has risen more rapidly than in the whole economy. If, as is likely, education and science inflation is above the 4.5 per cent predicted for the GDP deflator in 1988/89, real spending could fall. Local authorities, whose planned increase of 3.9 per cent in cash for 1987/88, would almost certainly experience real reductions if the plans are achieved.

Last year's plans and this year's plans (£m cash)

	1986–87 out-turn	1987–88 plan	1987–88 estimated out-turn	1988–89 plan
1986 autumn statement	15,950	16,600		17,350
1987 autumn statement			17,170	17,960

But, local authorities collectively rarely get close to the plans set for them. In recent years the Government has set a plan for local authority education spending in the autumn before the relevant year: local government then complains that this figure is too low and councils set their education budgets (in the next spring) above the Government's planned level. In the summer public spending review, the Treasury manages to find some additional resources to boost the education spending plans for the following year, which the Department of Education and Science then announces in the autumn. The cycle is then repeated.

Table 2 shows the progression from the 1986 autumn statement to the recent one. Overall education and science spending for 1987/88 (including central and local government) was set in November 1986 at £16.6 billion. This figure was about £650 million – 4 per cent – above 1986/87 budgets. At this time, 1988/89 spending was planned to be £17.35 billion. As was expected, budgets exceeded the plans by about £570 million.

In setting the figure for 1988/89, the Government has taken into account the overspend and then added 4.6 per cent on to the 1987/88 figure. There can be little doubt that local authorities and other education elements will exceed the 1988/89 plans and that real spending will not fall in the way the plans might imply.

Local authorities and the central government parts of education both seem set to exceed plans in 1987/88. Table 3 shows planned and estimated 1987/88 spending for both. Central government education and science (including the universities and research) are about 2 per cent over while local authorities are 3.7 per cent over.

Plans for 1989/90 and 1990/91 show smaller cash increases than for 1988/89. If adhered to, and assuming inflation continues at 4 to 4.6 per cent, real spending levels are likely to reduce from year to year.

But all recent experience suggests that next autumn and the one after will see the Government revising those figures upwards. Nevertheless, it remains clear that it wants to keep pressure on local authorities to hold or to lower their real spending throughout the planning period. For its part, the centre will enjoy increased resources to pay for increases within existing initiatives (such as education support grants) and for reforms to the curriculum and higher education.

Mr Baker announced that he expects capital spending to be higher in gross terms than had previously been planned. A significant part of this spending will be financed out of capital receipts, rather than traditional sources, such as borrowing. Within the allocations made under the traditional system of capital controls, £50 million will be targeted on the accumulated deficiencies identified in the department's survey of school buildings.

Advanced further education and the universities appear to have done well. The AFE "quantum" of resources is 9 per cent over 1987/88. For the universities, who received resources for a generous pay deal last year, there will be another £61 million to help with rationalization and early retirements.

The 1987 autumn statement includes public expenditure figures up to 1990/91, when a whole basket of reforms start to take effect. A community charge will replace domestic rates; the Inner London Education Authority may be broken up; schools may start to opt out of local government, with financial devolution to other schools and polytechnics will have left local government control in 1989 – in short a massive programme of reform and reorganization.

The overall public expenditure picture for the United Kingdom up to 1990/91 includes a massive public expenditure reserve (that is, unallocated reserves) of £10.5 billion. If there is suspicion in Whitehall that education reforms will cost money, this is where the extra cash is planned to come from.

Spending versus plan in 1987–88 (£m cash)

	1987–88 plan	estimated out-turn	difference
Central government	2,648	2,700	+2.0
Local authorities	13,956	14,470	+3.7

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Expecting a brisk trade

EMPLOYMENT

Tony Male looks at the level of teacher exchanges following Mr Kenneth Baker's announcement that exchanges with the United States are to be stepped up

The recent announcement by the Secretary of State for Education and Science to extend the current arrangements for teacher exchange with the United States was greeted with as much enthusiasm by the organizers of the programme in the United Kingdom (the Central Bureau) as potential participants on both sides of the Atlantic.

The professional and personal benefits of teacher exchanges have long been recognized. Their value as vehicles for in-service training has meant that they have attracted considerable financial and administrative support from central government since 1972.

Reciprocal exchanges for "young teachers" were first discussed by the governments of France and Great Britain in 1904 and started the following year as part of the *Entente Cordiale*. They were initiated with parts of Germany in 1919. Formal exhanges with Canada and Australia, under the auspices of the League of Empire (now the League for the Exchange of Commonwealth Teachers), started that same year, subsequently spreading throughout the Commonwealth. The programme between the UK and the United States began under the auspices of the English Speaking Union in 1924. Current programmes with Denmark and the Soviet Union are much more recent.

If we combine the numbers of those participating in the language assistant and teacher exchange schemes (they both spring from the same agreement), the Central Bureau alone will have made substantially more than 100,000 appointments since 1964 when it was given responsibility for these programmes. Currently, some 39 countries participate.

Where currency agreements permit, British and foreign teachers taking part in recognized post-to-post exchanges continue to receive their salaries from their own employers. British teachers have received additional allowances since "new" arrangements were introduced in 1972. The grants are made just before and during the exchange. Many of the incoming foreign teachers do not have any additional allowances. Those who do are often paid in arrears.

Unpredictable fluctuations in the exchange rates hit both outgoing and incoming teachers. To avoid a repetition of past problems, an agreement has been concluded with the UK education authorities which safeguards the original level of the British teachers' salaries, at a given pre-exchange date, during their service abroad. To my knowledge, no similar arrangement exists for our partners from overseas.

Exchange numbers for 1986/87

Australia	128
Bangladesh	3
Bermuda	1
Canada	65
India	4
Jamaica	3
Kenya	1
New Zealand	31
Sierra Leone	14
Trinidad	7
Denmark	2
West Germany	15
France	44
Spain	8
USA	123
USSR	2

Commonwealth exchanges are organized by the League for the Exchange of Commonwealth Teachers; other exhanges by the Central Bureau. Both are at Seymour Mews House, London W1H 9PE.

Anyone interested in teacher exchange with the Commonwealth should contact the League for the Exchange of Commonwealth Teachers. If your interest is in school and FE links and exchanges, youth worker, technical and vocational placements, short courses, teacher exchanges, study visits, in western and eastern Europe, North America or anywhere else for that matter, please contact the Central Bureau.

The League and the Bureau share the same premises.

Tony Male is director of the Central Bureau.

With no place to spare

16-PLUS

Local education authorities are finding that tertiary colleges improve staying-on rates. Ian Nash reports

An outer London borough may have to open a fourth tertiary college to cope with an unexpected demand for places that followed reorganization in September.

Three tertiary colleges providing all courses for 2,700 full-time and thousands more part-time students in Harrow are managing at the moment. But education officers have warned that the local education authority could be 600 places short next year.

Government statisticians are not altogether surprised. Their analysis of early results from a Department of Education and Science survey suggests that tertiary and sixth form colleges substantially improve participation rates beyond 16.

But they will not comment on the significance of the results until firmer evidence is available because of the extreme feelings for and against tertiary reorganization among politicians and the profession.

However, more substantial evidence is emerging in favour of a unified approach. The first-year results of a three-year DES/Manpower Services Commission study of career choices post-16, identify more clearly than before the preferences of different socio-economic groups.

The survey shows that the middle to low attaining pupils from non-manual working families prefer the college environment, and this is the group most likely to respond to attempts to increase staying-on rates.

In Harrow there can be little doubt that pupils from neighbouring l.e.a.s have been attracted to the tertiary colleges. For several years, Harrow has lost more than one pupil in eight to independent schools and neighbouring state schools, but witnessed a small drift back at 16.

This year, however, enrolment figures suggest that participation rates at 16-plus are 20 per cent higher than the number of fifth-form leavers. It would appear (as witnessed by Richmond when it went tertiary) that students are coming across the borders in droves.

Mr John Mann, director of education for Harrow, warned Barnet, Brent, Ealing, Hertfordshire and Hillingdon in January that "we have a feeling we may make a killing". But even he is astonished by the extent of the demand.

"Even allowing for a slight decline in the cohort population, we expect another 600 students next year and must make the case for a fourth tertiary college or temporary retention of a comprehensive school that went out of commission last term," he said.

All this should add up to great encouragement for the one-third of l.e.a.s in England and Wales now considering tertiary reorganization. Unfortunately, the Government's proposed legislation, particularly on opting out, threatens to cast a planning blight over Britain.

This was the gravest concern expressed by more than 30 l.e.a. assistant education officers at a conference in Sheffield last week, organized by the Local Education Authority Research Group, to review 16-plus provision.

Even l.e.a.s with little to fear from poachers – such as Kent, where a considerable part of the boundary is coastline – are reluctant to review FE provision while "conflicting" proposals for the Education Bill remain unresolved.

Opting-out proposals were unanimously condemned as the greatest source of frustration since they will prevent authority-wide rationalization of 16-plus provision.

Coupled with this, local finance management for schools and increased financial independence for colleges could discourage spending on minority subjects. "When it comes to the crunch with LFM, it will be impossible to convince schools to pay for small groups of, say, five A level students," said one delegate.

Colleges were not willing to remodel their curriculum until the row was settled at school level over the content of the national curriculum and whether it would be based on single subjects or broad areas of study.

A survey in Barnsley showed ways in which students wanted to see the FE curriculum broadened. It supported trends in Harrow, observed by Mr Mann, towards greater emphasis on business studies and information technology.

A Barnsley delegate said: "There is a clear demand for greater choice in the curriculum but we have seen nothing yet to indicate that the national curriculum will do anything but narrow the curriculum. We have no idea how this will influence what colleges will need to provide."

Mr John Brenchley, Kent inspector for 16–19 education, said: "There may be coherence in a political sense, but not in an educational sense."

But neighbours of tertiary-based l.e.a.s could be stymied in their efforts to regain pupils if they leave FE reorganization plans too long, finding they no longer have the necessary control over the institutions they wish to reform.

"The FE consultation document gives l.e.a.s responsibility for overall planning of colleges but it gives them no hint of what they can actually do," said one assistant education officer at the conference.

One thing that was beyond question was the need to improve 16-plus participation rates as a percentage of the entire population. The pool of 16 to 19-year-olds is set to drop by 15 per cent to 600,000 by the end of the decade.

But this should be wiped out by an increase in the number of families in non-manual work, with children seeking further education, according to the DES. Even so, considerable effort will be needed to shift Britain from its near bottom position in the staying-on rate league in the industrial world.

It is clear from the DES/MSC survey that to improve participation rates, l.e.a.s must attract more lower attainers into FE.

High attainers and those from more wealthy families favour school at 16-plus, while low attainers and those from low income groups prefer college. But if the higher group is given no other choice than college they will take it. Whereas, if the only option for the lower group is school they tend to drop out.

However, tertiary colleges are gaining popularity in all groups. DES figures show an annual drift of 3,000 from sixth forms, just under half of whom are A level students. Also, there was a 10 per cent drop in O level re-sits last year, while the non-advanced further education equivalents such as the Certificate of Pre-Vocational Education have held their ground.

When reviewing FE provision, l.e.a.s must contend with three issues: the attractiveness of courses elsewhere, the competing demands of socio-economic groups and the vagaries of pending legislation.

Conference delegates from tertiary-based authorities claimed they had paid particular attention to the first two issues. As for coping with the vagaries of Government, they breathed a sigh of relief that they had reorganized before now.

DES/MSC study of the movements of 16-year-olds after compulsory schooling (1986 cohort)

Fifth-year qualification	*Total population* %	*At school after 16* %	*FE institution* %
Five or more GCE/CSE (with four or more higher grades)	25	63	30
Five or more GCE/CSE (with 1–3 higher grades)	24	23	36
Five or more GCE/CSE (with no higher grades)	22	11	23
1–4 GCE/CSE (with no higher grades)	14	3	9
None	16	1	2
Socio-economic group			
Non manual	29	48	36
Skilled*	41	33	39
Semi-skilled	12	8	10
Unskilled	3	2	3
Other	15	10	12



Good attendance: tertiary colleges are proving popular

Mapping out the alternative route

ACCESS COURSES

Mature students may soon find themselves competing with A level students for higher education places. Linda Blackburne reports

The Government's proposals to develop alternative routes into higher education for mature students were met with a mixture of curiosity, scepticism and horror at a conference in Birmingham last week.

Chief among delegates' worries was a plan for validating bodies to work with colleges in the attempt to increase the number of "access" courses.

Access courses, which have been running for 10 years, aim to attract groups traditionally under-represented in higher education, especially women, working-class and ethnic minority adults.

Commenting on the proposals, published in the Government's White Paper on Higher Education, Ms Maggie Woodrow, chair of the Forum for Access Studies, organizers of the conference, said, "Some are applauding it as a long overdue recognition of access courses; others deplore it as evidence of a DES plot to control the access curriculum; many are simply puzzled by it."

Speakers from the Associated Examining Board, the Council for National Academic Awards, and the Joint Matriculation Board, denied they were moving into access courses for money, despite the fact that some representatives were convinced they could detect competitive tendering.

Mr John Francis, AEB access validation working party chairman, called his association a "Johnny-come-lately" on the access scene. The AEB had nevertheless set up the working party in response to independent approaches from an FE college in Hampshire, an Inner London Education Authority college and a university – not in response to the White Paper, he said.

"It was not that access is a market that we can get into. It is rather that the AEB has a tradition of responding to clients' needs," said Mr Francis.



Access courses aim to attract women

Neither was the Business and Technical Education Council at the conference to sell access courses, said Mr Paul Sokoloff, the council's education advisory officer. Though BTEC had not seriously addressed the issue before, one way forward was a short studies programme – for example, five units of 90 hours, totalling 450 hours minimum learning support time.

The CNAA has yet to make its views public but Mr Richard Lewis, the council's deputy chief executive officer, said he hoped it would act quickly, starting in September 1988.

Mr John Garner, JMB's matriculation committee chairman, whose board has spent "considerable sums of money" on encouraging mature students into higher education, said the JMB believed potential students should sit an examination to qualify for an access place.

He knew many educationists would object on the grounds that an exam would frighten off many mature students – but this form of assessment played an important part in higher education, he said.

The JMB charges colleges £550 to accredit their courses and an additional £400 per year for assessment visits. One member of FAST expressed concern about expense.

"I am worried about the costs involved in validation," he said. "The costs might frighten off colleges which traditionally have not put a lot of resources into the development of courses."

Another member agreed: "There has got to be a good reason why we have to pay – say – £900. At the moment we pay nothing."

A third member was more worried about the restraints on the curriculum rather than the standard of some access courses. He said that despite DES fears, most courses were of a good standard. FAST fears the intervention of some of the validating bodies will force access courses to become A level orientated.

Mr Bob Vesey, a FAST executive and director of Adult and Continuing Education at Greenhill College, Harrow, told the group: "If access students had to compete with A level students, A level people would get the place every time."

All agreed they wanted access courses to preserve their emphasis on process rather than product; a lack of prescription of assessment methods; and the maintenance of collaboration. External validation must increase access and it must do something to enhance its reputation.

FAST hopes the conference will influence the DES, currently studying the White Paper's comments on access courses.

One member was confident that, by 1995, population changes will force institutions to take more mature students. "Tutors will be out of a job if they don't accept them," he said.

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Boycotts and arrests fuel racial crisis

MALAYSIA

Geoffrey Parkins on the reaction to a controversial primary policy

Tens of thousands of Chinese pupils have been boycotting classes during the past fortnight in protest over the Government's racially controversial education policy.

Political and educational leaders who have criticized the Government have been arrested under the country's internal security act.

The crisis has been precipitated by the Government's appointment of non-Mandarin speaking senior staff in Chinese primary schools. This has been seen as an attempt to "erode Chinese culture" and "destroy the primary schools from within".

A third of all opposition leaders, three Chinese members of the Government's National front coalition, and the chief of the independent television channel have also been arrested. All public meetings and four national newspapers have been banned. The Government claims its action was necessary to avoid a repeat of the 1969 so-called race riots.

Mr Tunku Abdul Rahman, Malaysia's revered first prime minister, joined academics in criticizing the Government for playing up racial issues in education, and "creating a crisis which could be used by Dr Mahatir Mohamad, the present prime minister to justify arrests. Malaysia is on the way to dictatorship," he said.

The Government has formed a special cabinet committee led by Mr Encik Anwar Ibrahim, education minister, to solve the schools' issue. So far though, Mr Ibrahim has only exacerbated the problem by blaming the Chinese community for "not bending to the will and supremacy of the Malays". He said the Government would not bow to political or other pressure and defended its appointment of non-Mandarin educated teachers.

Chinese educational and political leaders, who question the sincerity of the cabinet committee, have called on the Government to transfer all non-Chinese speaking heads, and to train and promote qualified Chinese language teachers instead. They made clear that race was immaterial, but ability in Mandarin essential.

The Chinese Teachers Association has told the Government that it should withdraw the non-Chinese speaking teachers by the end of the year. However, most of those who made these demands now appear to be behind bars.

The new non-Chinese speaking teachers are being "completely ignored, isolated and shunned" by other staff according to a report from the predominantly Malay National Union of the Teaching Profession.

Meanwhile, Professor Ungku Aziz, University of Malaya vice-chancellor royal, has told the Government to "leave the universities alone". Universities belong to the "world of learning" and not of "politics", he said. The Government was to blame for "playing up differences among the races". The freedom of students to pursue their different interests must be upheld.





Voice from the past: Mr Rahman (right) has criticized the actions of Dr Mahathir Mohamad



Crisis management: educational leaders have been arrested

Druse split over loyalty to the state

ISRAEL



Minority rules: moves towards separate education for boys and girls

While neither Arab nor Jew, the 70,000 Druse population has remained loyal to the Jewish state. But discontent has emerged, exacerbated by the Lebanese war in which the Israeli Government initially supported the Phalangists at the expense of the Druse's brethren in Lebanon.

The Druse, an Arab-speaking minority of about 150,000, live in Israel, Lebanon and Syria. Their secret religion combines elements of Christianity, Judaism and Islam.

The unusual position of the Druse community in the Middle East conflict is expressed in their educational system.

Until the 1970s, Druse education in Israel was the responsibility of the Department of Arab Education in the Ministry of Education and Culture. In 1975/76, two separate committees – a parliamentary committee and a public one headed by Professor Gabriel Bendor of Haifa University – independently recommended that Druse affairs be removed from the Arab Department, since their status as a minority within Israel was so different from that of Arabs. Accordingly, a Committee for Druse Education and Culture was set up within the Education Ministry with a Druse as its chairman.

Since 1976, Druse achievements in education have been remarkable. Seventy per cent of the teachers in Druse schools hail from the community, while the percentage of uncertified teachers has dropped from 60 per cent a decade ago to 7 per cent today. This compares favourably with the Jewish sector, where 9 per cent of teachers are still uncertified.

The committee has also produced textbooks in Druse history and heritage, civics and literature. The new curriculum is specially tailored to the Druse community in Israel and stresses the tenets of the Druse religion, which emphasize loyalty to the state the Druse live in, as well as the special position of a minority which is both a religion and a nation.

Despite the achievements, some of the Druse community are critical. Sheikh Amin Tarif, the Druse spiritual leader, is sceptical of the new curriculum. He wants to review all new materials on the Druse community to avoid factual errors and to prevent publication of the Druse's secret religious doctrines.

In line with increasing fundamentalism in the Middle East, Tarif has also requested separate classes for girls and boys aged nine and over. In a new junior high school, due to be built in Julis, the home village of Sheikh Amin Tarif, permission has already been granted for separate classes.

"The education of Druse women represents a problem. Traditionally women have to travel chaperoned, and therefore very few reach university. Today, only about 10 women are actually attending university within Israel. Recently, group taxis have begun to "bus" Druse women to study at teachers' seminaries each day. About a third of Druse teachers are women.

From other quarters in the community, the insularity of the Druse is subject to fierce criticism. Zeidan Atshe, one of the two Druse Members of Parliament in Israel, objects to the "inbreeding" within the educational system.

An increasing trend is alignment with the Communist party. Each year, a greater number of Druse are offered more lucrative scholarships in Eastern European countries.

There is a growing split in the community. Educated Druse are receiving high positions in the Israeli civil service and local government, while a substantial number hold senior ranks in the army, police and border police. Two Druse are serving as magistrates.

At the same time, a minority within the community wishes to terminate the 50-year-old alliance between the Druse and the Jewish population in Israel by re-aligning themselves with the Arab world and the Communist bloc.

Shalva Weil

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Businessmen set up offices in move to raise standards

UNITED STATES

The embattled New York City school board, which in theory controls the largest school district in America, faced a new challenge to its authority this week. A group of businessmen, fed up with the quality of education in the city, announced that they would set up offices in high schools to improve academic standards and find jobs for qualified graduates.

The author of the innovative plan, to be known as the New York City School and Business Alliance, is Mr William S Woodside, chairman of the Primerica Corporation. Mr Woodside, who has the support of New York mayor Mr Ed Koch and schools chancellor Mr Nathan Quinones, told reporters that the business community could no longer wait "for the ridiculousness of the school board which is accountable to no one".

"We want to put a lever under this huge rock and start to move it," he said. "I am trying to use this to force the system to make changes."

The alliance will be split into two sections, to be known as "New York working" and "New York learning". The former will hire business executives to work in the schools and match pupils with jobs. The latter, under the direction of Mr Michael Timpane, president of Teachers College at Columbia University, will seek to identify the best academic programmes and expand them to other schools.

Six offices will be opened in the initial phase, with $5 million of the $6 million (£3.4 million) cost being provided by corporations. The remainder will be borne by the state.

Ultimately it is hoped to extend the scheme to every one of New York's 112 High Schools, backed by a promise from Mr Koch to provide up to $50 million a year.

The announcement has left the seven-member school board looking shamefaced and a little foolish. "It is terrific that Bill Woodside is doing this," said one member, "but it is a reflection on the board. This is something the board should be doing itself."

But the board, two of whom are appointed by the mayor and the remainder by the presidents of the New York boroughs, seems unable to do anything to create significant change. Despite a student population which is overwhelmingly black and Hispanic, it has only one black member and is widely held to lack the stature or diversity to do its job properly. Members are paid salaries of $32,000 to $35,000, but meet only twice each month.

The board has failed so miserably, says Mr Felix Rohatyn, chairman of the Municipal Assistance Corporation, that it ought to be abolished and replaced by an education commissioner. Mr Rohatyn has considerable influence: he has threatened to withdraw an offer of $600 million for school rebuilding if reforms are not carried out.

Alternatively, he wants to see an enlarged board, including business representatives, appointed entirely by the mayor. But neither proposal has found favour with the powerful United Federation of Teachers, or political forces reluctant to put more power in the hands of Mr Koch.

Even the board's energetic new president, mayoral appointee Mr Robert F Wagner Jr, seems powerless to do very much in the face of parochialism and bureaucratic inertia which have locked the New York school system into a slow downward spiral of decay.

Bill Norris

Money goes astray in drugs war

Schools in America's inner cities, struggling with the problem of drug-taking students, are beginning to ask a pointed question: where has all the money gone? It is a year since Congress, in a fit of pre-election enthusiasm, voted $200 million ($114 million) to help the schools with drug education programmes. The cash was duly appropriated and, says the Federal education department, handed out. Unfortunately, it seems to have been given to the wrong people.

According to a survey just carried out by the US Conference of Mayors, only five out of 42 major cities have received any money at all. And they have been given a total of only $1 million (£571,000) – 0.5 per cent of the appropriated funds.

"It is not enough for children to 'just say no' to drugs," protests Mr Richard Berkley, Mayor of Kansas City. "Washington must 'just say yes' to the appropriations that are needed to fight and win this war."

In fact, what seems to have happened is that Washington has given the money to state governments rather than cities, and the cheques have been caught up in the barbed wire of state bureaucratic entanglements.

In the meantime, Congress has repented of its generosity and voted only $100,000 million (£57 million) for drug education in the current year. Educators who were up in arms about the cavalier treatment of a national crisis a few months ago, are now beginning to wonder if it really matters. Half of nothing, as they tell those students who remain awake, is still nothing.

Bordering on the ridiculous

Half the high school seniors in Baltimore cannot recognize the shape of the United States on a map. A quarter of those in Dallas cannot name the country immediately to the south. "American students," Mr William Bennett, the Education Secretary told the Senate this week, "have a woeful lack of grasp of geography."

He said a series of recent surveys all showed the same results: that the average American student knows little about the geography of his or her own country, and even less about others.

Mr Bennett naturally declined to accept any responsibility for this state of affairs. Geography, he said, was a casualty of educational innovation. "It is largely a field that requires a grasp of facts, and the study of facts took a beating during the cultural revolution of the 1960s."

To put matters right, he suggested that social studies curricula should be reconstructed to include history, geography and civics – and that they should be taught throughout elementary schools.

Such revolutionary reform may take a little time. Congress, meanwhile, is not waiting. Seized with the urgency of the situation, the Senate has passed a resolution designating November 15–21 as "geography awareness week." That should fix it.



Ban on protest backed with expulsion threat

SOUTH AFRICA

Pat Sidley explains the background to the campus unrest over apartheid in education policy

Universities have been told they stand to lose some of their Government subsidies is they do not restrict political activities on campus.

They have been asked to ensure that any form of disruption, protest, boycott, printed matter or "seditious behaviour" by staff or students is firmly dealt with. Punishment may be expulsion, and any student penalized in this way cannot register with another university.

Proof of misbehaviour can be supplied by the South African Government, which raises the prospect of the use of *agents provocateurs*.

The new regulations limiting activity on campus are the latest bout in a long struggle between the Government and five of its universities – Cape Town, Witwaterstrand, Rhodes, Natal and Western Cape – which are considered liberal.

The conflict has arisen because a law which sets racial quotas on universities has never been imposed. Many groups, both blacks and whites sympathetic to ending apartheid, have reacted with anger to the new regulations which go much further.

The issue goes back to 1959, when the Nationalist Party Government imposed a law misnamed the Extension of University Education Act to segregate strictly the universities, so that higher education policy would be consistent with earlier schooling by maintaining two standards – one for blacks and one for whites. Dr Hendrik Verwoerd, then prime minister, justified the policy with his opinion that as blacks would always serve white needs, they would not require the same standard of education.

The policy has caused many conflicts over the years. In 1968, when the University of Cape Town wished to appoint a black lecturer to its anthropology department, the Government refused to allow it.

But the liberal universities have practised their own policy to encourage black enrolment. Then the Government countered them with its law on racial quotas which it did not impose.



Legacy: Students at Witwatersrand in a demonstration in protest at rules that are rooted in legislation of 1959, when Dr Verwoerd (right) was in power

The angry reaction to the latest restrictions created a climate on campus which allowed the Government to claim that academic freedom and the right to free speech were threatened, and to bring in its regulations restricting political activity.

The implications of the regulations have prompted an unprecedented unity between students, black and white, and staff, both academic and administrative. If used as threatened, the regulations could stifle debate, dissent, and even some research.

At the five campuses, the entire community has assembled to protest at the regulations. Up to 20,000 people have been present country-wide at meetings and marches.

At the University of Witwatersrand, police used truncheons, whips and tear gas on students who had strayed from the terms of the protest. Provoked by the police action, students at the University of the Western Cape boycotted classes for a week. Black students at other universities have also threatened to boycott classes.

Several academics and most academic bodies, including all the university senates, have stated that they will refuse to apply the regulations. Professor Robert Charlton, the vice-chancellor designate of the University of Witwatersrand, has said that if he is forced to apply the regulations, he will have to resign. Other prominent academics have stated this position as well.

The five universities are likely to take a concerted legal action to have the courts overturn the regulations. Legal opinions have been taken which state that the regulations cannot legally be enforced. However, all similar regulations overturned by the courts have simply been re-issued by the Government in a more legally acceptable mould.

No commentators – or speech makers during the protests – have failed to see the similarities between the Nazi's crackdown on German universities in the 1930s.

Shaken... but still to be stirred

NEW ZEALAND

Llyn Richards on the rumblings of change after the recent general election

The rumblings presaging an earthquake in education are being heard. The opposition National Party stirred up education as an election issue; Mr David Lange, the Labour Prime Minister, made himself Minister of Education on re-election; a committee has been examining education administration. And now the Treasury has contributed its own vision of education by releasing a 300-page briefing paper it gave to the incoming government.

The Opposition charged that parents did not have enough choice, that standards had slipped, and that "we should pay for what we get". The Prime Minister's speeches during the campaign were often about how education could equip New Zealanders to make the country a more prosperous nation.

The committee on administration has recommended the present education department be clearly divided into four: a small policy-making ministry giving advice to the Government; a unit monitoring standards; a unit providing education and a fourth looking after funding.

The Treasury, quoting American and Organization for Economic Cooperation and Development research, challenges the idea that smaller classes mean better schooling and that better schooling means economic growth. It asks for less state involvement in education and criticizes the teachers' unions for resisting change.

Now, after several months of unusual silence, with his door closed to lobbyists and no press conference, Mr Lange has dropped some hints about how the changes may begin:

- ☐ he backs the four – chamber ministry;
- ☐ he is still keen on smaller classes (he has children of his own in state schools at all levels) and even talks of importing teachers to get the ratios in junior classes down to 1;20;
- ☐ he may pay student teachers more than university students – mainly to attract ethnic minorities into teaching;
- ☐ the present consultative methods of curriculum review may go – too slow, he says;
- ☐ secondary schools may get managers from outside the profession at the same time as they are given greater control over their funds;
- ☐ redundant teachers may soon lose the preferential job rights they now enjoy;
- ☐ school boards may get a shake-up.

The Treasury's papers got a quick, sharp reaction from the teachers' unions. They say the research was simply chosen to match the Treasury's in-group thinking, it was full of "teacher-bashing", misunderstood teachers' pay scales and did not match strong public demand for national standards.

Change seems inevitable in the administrative hierachy of the Department of Education, particularly since almost every other ministry in the country has been revamped, corporatized or split up in the last three years. Yet all the bluster seems to leave teachers with 30 kids, in their own classrooms, five hours a day, as before.



David Lange: dropping hints

Little encouragement for change behind the official lines

China's official commitment to equal educational opportunities is being flouted at all levels from the universities down.

Newspapers reported bias against women earlier this year when the graduate work placements were being prepared. Some female graduates were turned down by their prospective employers because of their sex.

After a hard struggle to reach the higher levels of a competitive system, many women are finding the "glittering prizes" reserved for their male classmates. Although demand for graduates is high, the significantly smaller proportion of women leaving university find it difficult to gain positions which reflect their skills.

Girls in elementary and middle schools have very few role models of successful educated women to emulate. There is scant encouragement for them to spend years cramming for the important university entrance exams, and parents complain that they cannot motivate their daughters to study.

The total proportion of females enrolled in school last year was 42.5 per cent, well up on previous decades, but regional variations undermine this trend. In Gansu Province, for example, 131,000 girls of school age do not receive education: the corresponding figure for boys is only about 26,000.

Enrolment, however, is only part of the picture. In Gansu it is estimated that about 80 per cent of girls do not complete the first stage, leading to low representation at the middle school level.

Absenteeism is another problem. According to current statistics, China has about 3.5 million female absentees. Many of these may be from rural families and a large number of peasant farmers cannot see the point of spending money and time educating girls when their chances of success are slight and traditional domestic roles are highly valued.

Schools also can be scarce in rural districts and this exacerbates the situation. However, even in urban areas well supplied with schools, the prospect of years of hard study and few opportunities, is thought to encourage absence.

The decision to leave school early, whatever the reason, means future generations of women will be ill-placed to compete in China's planned market economy.

CHINA

Many women graduates still face a world of domestic work, as Martha Bryant reports

Pushing for promotion

AUSTRALIA

About 200 male teachers in New South Wales schools have banded together to fight a scheme which promotes relatively junior women ahead of them.

The men, who claim to represent many more, say the new equal employment opportunity scheme, designed to increase the number of women in senior positions in government schools, discriminates against men and patronizes women. They say male teachers are being robbed of incentive, and that their union has let men down badly by supporting the programme.

The plan, which takes effect next year, reserves 40 per cent of senior appointments – as headteachers and deputy principals – for women.

Until now promotion has depended on merit and seniority. Teachers were assessed for eligibility for promotions lists and a job went automatically to the most senior applicant on the list. But the EEO plan allows women to jump the seniority queue.

The leader of the dissident group, Mr Andy Houghton, a senior physical education teacher, has been eligible for a deputy principal's position since 1981. Now, he says, he could be displaced by a woman much lower on the list.

"Women have in the past been discriminated against, but to rectify this with another sort of discrimination is wrong. You shouldn't advantage one group by disadvantaging another.

"There are many women who are single. Why should they gain a job sooner than me just because they are female?

"The union and the education department do not support what we believe in – equality of opportunity. Most males would agree, and there are a number of women who think it is demeaning not to be promoted according to their experience."

Ms Jennie George, the president of the teachers' union, admits the union has a problem on its hands as the dissident men are paying members too. But she says the principle at stake is more important than the concerns of the aggrieved men.

Anne Susskind

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LETTERS

Closed ranks would foil Baker's old trick

Sir – "Divide and conquer" developed as a strategy in the times of Roman imperialism, some two thousand years before the advent of "state" education in Britain and the consequent founding of teacher associations, parent and other pressure groups. It is astonishing, therefore, that Kenneth Baker (and/or those that lurk behind him) may successfully use such a strategy in their unremitting and malevolent campaign against state education.

Your recent report by Jeremy Sutcliffe (*TES*, October 23) on proposals for the teachers' new pay negotiating machinery reveals intentions consistent with the strategy. There are suggestions of: separate negotiations for heads and deputy heads; separate pay scales for secondary and primary teachers; and perhaps varied pay rates dependent on the area in which recipients are employed.

Consider the effects of these divisive strategies within and between schools. Consider them alongside the array of proposals such as opting-out, local financial management, city technology colleges, centres of excellence, publication of school test results, and a "national" curriculum imposed only on some schools.

"Divide and conquer", indeed. Divide and lay waste, most probably. Unless, perhaps, with a sudden, unprecedented awareness of the two thousand-year-old trick being played on them and their children, the teachers and the parents and those concerned with education can unite . . . especially the teachers.

JIM WALKER
82 Totley Brook Road
Totley
Sheffield

Cash boost

Sir – Your editorial on teachers' pay and conditions (*TES*, October 30) makes a number of vital points, two of which go to the root of the potential problems thrown up by the type of machinery outlined in the Government's Green paper.

The first relates to an independent pay review body. The National Association of Head Teachers does not necessarily favour such a body, and indeed would prefer negotiating machinery, but it is quite wrong for the Government to dismiss a pay review body on the basis of the flimsy argument that "there is no evidence that the teacher organizations representing the majority of teachers would be prepared to commit themselves to abandoning the use of industrial action".

No attempt has been made to place an independent pay review body before the profession as a credible alternative, and nobody knows how teachers would react to the abandonment of industrial action should such a body be created.

The second relates to a new negotiating group outlined by the Government as its preferred option. I believe that it is absolutely essential that if such a group were established, unilateral access to arbitration should be part and parcel of its constitution. The existence of a built-in Government majority and the absence of any such right will sow the seeds of potential conflict within the service.

Naturally the NAHT welcomes the strong support in the Green Paper for a separate committee for heads and deputies because we have been pressing for this for some time. However, the above issues must be squarely faced by the Government during the consultation period.

Finally, regarding the terms of reference of the Interim Advisory Committee, we have written to the Secretary of State pointing out that a cash limit of £300 million will not be enough to:

- recruit, retain and motivate sufficient teachers of the required quality;
- pay heads and deputies in accordance with their responsibilities;
- establish decent differentials within the pay structure.

All of these are specifically mentioned in Kenneth Baker's letter to the chairman of the Interim Advisory Committee. I have urged the Secretary of State to re-think this cash limit.

DAVID HART
General Secretary
National Association of Head Teachers
Holly House
6 Paddockhall Road
Haywards Heath West Sussex

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Short supplies

Sir – The changes in conditions of service for supply teachers proposed by Dorset local education authority could lead to a decline in quality as many will probably opt for employment elsewhere.

What if they cover for maternity leave, for example, but get paid on a daily basis rather than on a temporary contract? Then they will have the same responsibilities as full-time staff, but at a lower salary, if these authorities get their way.

I am looking into the role of supply teachers for an MEd dissertation and would like to hear from any about their conditions of service.

SYLVIA WILLIAMS
1 Marlborough Way
Ashby de la Zouch
Leicestershire

Wider BEd

Sir – I would like to respond to a particularly well-written letter by one of our students (Julian Hyde, *TES*, October 23). While I feel some sympathy with the views expressed, some of his points merit a response. His argument, as I see it, is that a BEd (and this must be equally true of other degrees) is too inflexibly structured to allow room for the discussion of many of the world's problems, even though this is clearly important for prospective teachers.

It is true that the processes of negotiation and validation of a degree programme may mean that the content often appears fairly tightly prescribed; and this is seen as an important element in the maintenance of academic standards. However, in practice, this institution has developed an enabling structure which allows some flexibility, so that there are places in this BEd programme where many of the issues raised by Mr Hyde will be considered. He may not know this, because he has, so far, experienced only one-quarter of the total programme and we have a deliberate policy of putting the emphasis on wider issues later in the BEd.

I would also like to say that a degree in any institution of higher education cannot pretend to cover everything in the formal, taught timetable. Students are always encouraged to take some initiative for their own learning.

Lastly, Mr Hyde does seem to me to take it all rather personally when he says "I have been dealt some very heavy blows . . . " This seems a little hard. I am sure that he understands, on reflection, that the rest of us feel equally diminished by the problems he mentions.

TONY BARNES
BEd programme co-ordinator
West Sussex Institute of Higher Education
Bognor Regis

False economy

Sir – Does Dorset (*TES*, October 30) really believe that piece-work conditions for supply teachers will be a cost-saving exercise? If they do, then they, and any other local education authority thinking along the same lines, had better start planning realistically for future decades – an activity that seems to cause the Government problems.

Given the level of morale among teachers, (yes we have had a "rise" but the price has been a loss of negotiating rights) those whose scepticism turns to pessimism to the extent that they leave full-time teaching, are unlikely to consider supply-teaching, if current thinking becomes a reality.

The tension caused by trying to cope with a surfeit of education initiatives – all with their good points – is exacerbated by the dawning realization that support is likely to "dry up". My own i.e.a., Ealing, wanted to raise the level of available INSET for curriculum developments such as the GCSE, only to find that there is a shortage of supply teachers.

What school does not rely on its supply teachers? The implications of Dorset's proposals go way beyond the immediacy of teacher industrial action, itself disruptive. It raises questions about the way a "monetarist" perspective is fast becoming the only perspective. If we are to move back to a "payment by results" system (which the Government denies), then someone had better start looking at the other side of the coin. You only get what you pay for; education is far too serious to be regarded only as "product".

MICHAEL BENNETT
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Hounslow
Middlesex

New chapters

Sir – Sarah Bayliss' article "Ones extended shelf life" (*TES*, October 23) which quotes a report by Ian Rice on reading schemes in use in Sheffield schools, gives an incomplete picture of the position of the *Gay Way* series. True, it has, in some form, been on the shelves for over 40 years, and of course we are pleased at such a testimonial from children and teachers. However, new stories and complete new levels were continually added during the 1960s, 70s and 80s, and new editions published.

Unfortunately, Mr Rice's survey seems to have come out a shade early: it has missed our new successor to *Gay Way – New Way*, published this year. I agree that *Gay Way* did not fully reflect British society today, in its portrayal either of ethnic minorities or of life in general. That is one of the reasons why we phased it out.

Some people seem to imagine, with amusement, that *New Way*'s only concession to the 1980s is its avoidance of a now inappropriate adjective, and that it is really *Gay Way* under a new name.

It is, in fact, a completely new reading series, following the same grading system, but containing new stories. We have made a point of reflecting the contemporary black experience, and black characters include a teacher, a traffic warden, a doctor and a judge, as well as many people on mums and dads of unspecified profession. As well as traditional British fables and fairy stories, we include traditional stories from the East and the Caribbean.

Schools have switched overwhelmingly to *New Way*, and schools that never used *Gay Way* are also adopting the new series. It is a shame that Mr Rice's report just missed this new development. He might be less worried if it hadn't.

FRANCES SOMERS COCKS
Senior Editor
Primary Schools Publishing
Macmillan Education Ltd
Houndmills
Basingstoke
Hants

Ted's return

Sir – I must express my delight at Ian Wragg's return (*TES*, October 23). After a week's involvement in what is laughingly called "selection procedures" for headship, I was feeling somewhat battered when I met "Heads' Aches".

I shall frame it now with the motto "It's only a bloody job" and hang it over my bed. It will be part of my preparation for any future headship attempts I may be foolish enough to make.

ANN BARD
22 Orchard Drive
Lindale
Bedfordshire

GAIM points

Sir – Dr Kath Hart (*TES*, October 2) rightly takes us to task for referring to evidence in our Graded Assessment in Mathematics article (*TES*, September 11) without giving details. We were unable to do this in the space available but we are preparing a longer journal article on this issue and would be happy to distribute copies.

The Concepts in Secondary Mathematics and Science (CSMS) study has contributed much to our knowledge of the common misconceptions in mathematics. It also underpins much of the subsequent work in the design of mathematics assessment instruments and, in particular, the work on the GAIM project.

Kath Hart suggests that this study provides evidence for the existence of specific "hierarchies of attainment". At the end of her letter, however, she introduces the idea of patterns of *learning*. It seems to us that there is no simple match between any hierarchy of attainment and a pattern of learning. First of all, though, we wish to query the notion of attainment hierarchies as they have been interpreted by CSMS.

The CSMS analysis grouped items by their difficulty and the strength of their associations. Items which did not "fit", that is, were not strongly associated with a group of other items, were omitted from the analysis. In other words the "hierarchies" consisted of those items, reflecting particular aspects of various mathematics topics, which could be fitted into this hierarchical pattern. In essence, therefore, the CSMS study presents us with groups of items which are about the same difficulty and where (relatively) success on any one implies success on any other in the group. Also, from the method of constructing these groups, it follows for any topic, that pupils who do well on the items in a particular group will do well on those in a group lower down the "hierarchy".

The report itself, however, places a particular interpretation upon these groups or levels, namely that they represent a *hierarchy of understanding*. In fact, there is no detailed discussion as to how such an interpretation is obtained. There are, in our view, at least two alternative interpretations of the data which are consistent with the results, yet do not require the existence of such a single hierarchy. Both of them take into account the *curriculum background* of the pupils involved.

An important omission from the CSMS research is any data on curriculum or topic exposure of the children in question. One interpretation is that some, if not most, of the observed item groupings simply reflect the differentiation in topic coverage between schools. Since more than 30 schools were involved, it is reasonable to assume that there was differential exposure between schools to the different topics. The report itself partly recognized this, and we know from other research (for example, the second International Mathematics study) that performance is influenced by topic exposure. It is reasonable to expect the responses to a group of items to be strongly associated if these items reflect a particular curriculum exposure. Differences in the average difficulties of items between such groups would arise naturally from the choice of items.


Common misconceptions

A second interpretation is that the observed hierarchies reflect an underlying homogeneity in the mathematics curricula. As such, they would reflect what actually happens in schools rather than what understanding might be achieved given a different set of experiences.

It seems to us that the important issue is not to seek some kind of invariant sequence through which children inevitably pass. We should entertain the possibility that no one sequence may be optimal, and that some sequences work better with some children. Research which poses questions of sequencing in terms of universal necessary stages provides, in our view, an unfortunate model for schools or teachers to adopt.

The danger is that accepting the notion of a simple hierarchy paves the way, not only towards the simple equating of, for example, GAIM levels to GCSE grades, but also allows others to adopt notions of universal "pass marks" representing "progression" through schooling, and hence the validity of providing standardised competency testing at selected ages. Such attainment targets, in turn, would then prescribe the learning sequence.

If, on the other hand, hierarchies are not regarded as universal and alternative sequencings are seen as legitimate and important, it becomes fairly clear that the institution of procedures for assessment predicated upon single hierarchies may become extremely damaging both to individuals, or groups of individuals, as well as to the process of experimentation and innovation in education.

RICHARD NOSS, CELIA HOYLES, HARVEY GOLDSTEIN
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Letters for publication should be as brief as possible and typed on one side of the paper only.

LETTERS

Finding the right balance between science courses

Sir – The evangelical fervour of the protagonists for "balanced" science give me not a little concern. When I hear the many doubts about it, and when I try to envisage what seems likely to become of science teaching, I favour considerable caution in adopting any such scheme.

There are many genuine reasons for concern, beyond the natural worry of teachers for the status of their own specialism. These ought to be listened to before embarking upon a major change prematurely.

First, what sort of balance can be struck between subjects that differ substantially in methodology and subject matter? Are we to include contributions from those sciences which have not found a major role in schools, principally astronomy and earth science? Given the current emphasis on applications, might we not seek to dismantle the division between science and engineering/technology, and include substantial contributions from these fields within the mix? Just how much can one reasonably hope to achieve on one-fifth of a timetable?

Is it going to improve attitudes to science if pupils who have studied the subjects for a number of years are denied the choice at age 14 or so which was previously offered to them? Do we want significant numbers of reluctant conscripts in our science laboratories for examination classes?

While I would like to convince as many young people as possible that science is a good thing, and I think we ought to offer some sort of science to interest almost everyone, I would respect any 14-year-old who feels that one or other field of science is not for him or her.

The worry about preparation for A level cannot be easily dismissed. Until "balanced" courses have been running for some time, it will not be possible to reach a reasoned judgement. (Reform of the sixth-form curriculum may make this problem less significant, but it has yet to be seen what, if anything, will happen in this area.) In the meantime, able and interested science students may be subject to a thinner diet of science than we have hitherto been able to offer.

At the other end of the ability scale, a course which is a fair preparation for further study is likely to be way beyond the scope of weaker pupils. This is already being felt in existing GCSE courses (as a survey published recently in *The Independent* showed).

Here perhaps is the crux of the matter. School science has two basic aims, to teach the majority of the school population something about science and to prepare a minority to use science as future scientists and engineers. At some point their education must diverge with the latter category receiving a more thorough and rigorous training.

The proposed course will, for some schools and for some pupils, offer an improvement on what is currently available. For others they would represent a diminution of choice and a reduction in substance. By all means, let us work at the development of new and better courses, designed to meet the needs and abilities of our pupils. But let us beware of regarding one model as a panacea and let us not remove choice from those who would make rational decisions in their examination years.

Dr BRIAN HELLYER
23 Newbury Avenue
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Kent

Blinkered view?

Sir – Am I lacking in self-confidence or vision? Or am I just parsnoid? Which ever educational or science educational or broadly scientific journal one reads, there always seems to be an article extolling, in evangelical terms, the benefits of a particular form of science course. It is not the details of double certificate courses that worry me initially, but the fervour with which words like "balanced" are used.

Who would dare be against such an idea when all the people in positions of influence so wholeheartedly support it. Or do they? Many supporting statements seem to mean little more than that science is a "good thing".

If nothing else, a successful scientific or technological education should teach people to be constructively critical of proposed developments. Am I the lame teacher being left behind by the Pied Piper of the Secondary Science Curriculum Review?

Are all the arguments really so one sided that only the blind or the obstinate cannot see the blinding truths? Do we all accept, for example, that the syllabuses are an adequate preparation for A level? Or do we, and more importantly the Government, accept that A levels must change with degree courses becoming longer as on the Continent? Is this the way to guarantee future scientists and technologists as Dr Kirkham believes?

P C BROMHALL
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Northants

Tribal teaching

Sir – While I appreciate that the Talkback page is essentially a forum for opinions, some of the excellent views have usually included or at least referred to fact. Not so in Harry Evans, tawdry tirade against tertiary colleges (*TES*, October 30).

The tribalistic approach to education which clearly he favours is reminiscent of demarcation disputes in the Sixties with their consequent and near incalculable loss to our society and service, and bears no relationship to the integrated service which tertiary colleges are attempting to encourage.

Tertiary colleges reflect in their size and their programmes, their community and the commitment of their local authorities. They are there to build bridges and demolish barriers, not to reinforce territorial rights or to sustain an educational apartheid based on any one school or FE college.

All ages, all abilities, and all interests are worthy aims, and increasingly tertiary colleges are illustrating that they can reinforce this by making the institution subservient to the service. Of course, any change can engender fear and it may be that Harry Evans has encountered too many lecturers with a limited teaching experience who have not been persuaded of the opportunities for educational enhancement and career development which tertiaries provide.

There is no evidence whatsoever of groups being discriminated against or provision being enhanced for a few.

When we amalgamated sixth form and FE work some years ago *exactly* the same fears were expressed (even the same words were used) by both sides and even today I am sure that those who are getting less will continue to complain about those who get more.

Nevertheless, each year our pass rates have improved, the number of students attending has increased, the employment prospects of our students has gone up and the numbers of former tertiary students going to university and college has shown a consistent rise. We are now making a more than modest impact in the area of special needs and committing much more of our time to the training and retraining of adults *as well as* developing, broadening and enhancing our service to all 16 to 18-year-olds.

Harry Evans must know that increased breadth is not paid for by reduced depth or increased selectivity and that an amalgamation of excellence is a practical possibility.

Perhaps if his post-16 education had been in a tertiary college his article would have been more objective.

K W RUDDIMAN
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Merging forward

Sir – Perhaps Harry Evans ("Horses for courses", *TES*, October 30) would like to visit Elm Park College, Stanmore, one of three tertiary colleges in Harrow, which has been successfully built upon the accommodation and structure of a former sixth-form college extended and expanded accordingly and appropriately to cater for the demands of students on academic, vocational and non-vocational courses within an overall authority plan.

The tertiary system has been in operation in Harrow now for eight weeks or so, and there is no sign here that "the traditional FE element is being submerged" or that "the new institutions are evolving into quasi-sixth-form colleges".



Chemical reaction

Sir – I would like to reply briefly to the review of my books, *Chemistry for GCSE*, and *Practical Chemistry for GCSE*, (*TES*, October 23).

The factual content of *Chemistry for GCSE* is that prescribed by the syllabuses of the six examining groups. I wrote the book with the draft GCSE syllabuses in front of me and revised it when the final syllabuses were issued. The text was read by a member of one of the GCSE examining groups. The distinction between core material and extension material follows the guidelines laid down by those examining groups who offer clear guidance on this point. Far from being suitable only for the library and very able pupils – as described in *The TES* – the book has been enthusiastically received by teachers. There have even been reports of pupils who enjoy using it!

Practical Chemistry for GCSE underpins the text, and, since the factual content of the GCSE syllabuses was part of the GCE and CSE syllabuses, pupils still need to do some of the traditional experiments if they are to gain a feel for the subject. Out of 109 experiments, 21 experiments include opportunities for pupils to design investigations. These are not mentioned in the review; instead the reviewer makes the misleading statement that an untrue claim has been made in the blurb. Teachers must be finding the book helpful as it has already been reprinted.

Dr E N RAMSDEN
Tall Trees
Bishop Burton
Near Humberside


Laboratory preparations: new proposals could affect scientific support staff

Technical support

Sir – May I draw attention to a situation that may seriously affect the standard of support offered to science teaching in Lincolnshire?

It is proposed that the job of laboratory technician will disappear. Instead, all non-teaching staff who are not employed in the school office will be renamed "educational support staff".

At present, very few other non-teaching staff are employed in Lincolnshire schools. (Library assistants were made redundant a few years ago.)

Under the new scheme, head-teachers will be able to employ as many other educational support staff as they wish, but the hours *must* come out of the hours now given to laboratory technicians. While existing technicians will not have their hours reduced, they will be asked to spend some time each week in other departments. It is known that the craft, design and technology inspector and the home economics inspector want support staff in their departments.

The implications of this scheme include downgrading the job of laboratory technician. They will be reduced to general dogsbodies for the whole school and their hours in the laboratory will be dependent on the head of science fighting harder for technical support than other heads of department.

The technician grading structure, such as it is, will be eroded with little chance for promotion to the present maximum. This will seriously affect the calibre of staff. As for health and safety in laboratories, untrained people may be using hazardous chemicals.

With the introduction of GCSE and the emphasis on practical assessments, more technical support is needed in school laboratories, not less.

I feel that as much pressure as possible should be put on Lincolnshire County Council to reconsider this scheme so as to protect and advance the standards of science teaching. We ask that readers add their voice to ours to seek a change in this policy.

R WESTON
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Permanent waves

Sir – Gillian Macdonald is quite right to express the relief felt by many that BBC School Radio transmissions are to remain in the VHF FM band; albeit transferred to Radio 3 and with a 25 per cent reduction in transmitted hours (*TES*, October 30).

Schools have invested heavily in VHF FM reception equipment in recent years. Indeed, in many schools, this will be all there is. Many schools are not equipped to receive medium wave transmissions at all. Thus, the understandable relief at the retention of the VHF FM service must be tempered by the repeat transmissions being broadcast in the medium wave band.

The lack of reception equipment is not the only problem. In the south – for example, Hampshire and West Sussex – medium wave reception is at times poor, at other times almost unusable for the quality of recording which is required for classroom use. Some series (Sounds Inventive, for example) rely heavily on the use of stereo transmissions for maximum learning effect. Whither such series on medium wave repeats?

To quote Ms Macdonald: "Nighttime broadcasting will 'probably continue', but it has not been decided where." Currently transmissions are on Radio 4 VHF, recorded by radio cassette recorders with built-in timers. Most of these units can only receive VHF FM, we cannot look to medium wave transmissions in this area. Add in the exceptionally poor reception at night . . .

Schools broadcasts must remain on VHF FM. We simply cannot use medium wave!

PETER MILFORD
AV Resource Centre
Gosport Sixth Form College
Gosport

NES bureaucracy?

Sir – Have readers considered the system of organization which will result from the opting out of 25 per cent of schools as predicted by the Prime Minister?

Perhaps regional education authorities with their own school superintendent and inspectors will replace our friendly neighbourhood l.e.a.s. Will the Civil Service decide to replicate the bureaucratic structure of the National Health Service to enhance the effective supervision of its schools?

J A RIMMER
Oathall Community College
Haywards Heath, West Sussex

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TALKBACK



NATIONAL PE CURRICULUM

Anyone who has a heart

Len Almond

In all the recent discussions about the National Curriculum, physical education has been noticeable by its absence. And yet the United Kingdom has the worst record in the developed world for heart disease with approximately 440 people dying each day from it; 1.5 million men in the age group 45 to 64 have coronary heart disease; over 65,000,000 days were lost to industry and commerce due to circulatory diseases. Many young people (even those aged five to eight) have at least one major risk factor.

These figures are not surprising when one considers that many pupils take little physical activity outside school, and evidence shows that there is a clear misunderstanding among adults and young people because they believe that the heart is something to be protected and that health is a matter of luck.

Also many people regard themselves as being fit, with no further effort required. Yet half of all premature deaths are directly attributable to lifestyle. It is here that education can make a major contribution to the nation's health and well-being by providing practical knowledge on heart health and lifestyle management with an exercise policy for all schools.

The time devoted to physical education in schools is rapidly declining. Surveys two years ago had shown only a slight decrease in the total time allocated for physical education in years 1–3, but a clear decrease in years 4–5 (aged 14 to 16). These figures showed that physical education had 9 per cent of curriculum time. But, the pattern emerging from recent enquiries is very different. There are major changes in both the time allocation and the pattern of provision, with some parts of the country far worse than others.

In a number of schools, one double period per week is becoming standard practice and many older students have no opportunity for physical education. With the lack of regular exercise outside school, the role of physical education becomes even more important, especially as inactivity on a long term basis is regarded as a major risk factor. In the United States a public policy that encourages frequent physical activity is being vigorously pursued.

Unless headteachers and educational authorities recognize their role in heart disease prevention, many children will be at risk 20 to 35 years later. I urge education authorities and headteachers to consider adopting an exercise and healthy lifestyle policy for each school to maximize the contribution of physical education and other subject areas, and school activities like Heart Days and Physical Activity Weeks.

Putting on courses about heart disease and cardiac risk factors will not solve the problem. We need to adopt a more positive approach where schools work more closely with local health promoters in fostering healthy, active lifestyles.

At present, concern for young people and the lack of activity in their lives does not appear on the agenda for debate on the national curriculum. How do we take action?

Len Almond is director of the Health and Physical Education Project at Loughborough University.

SPECIAL CDT

Ideas mine

P J Rodbard

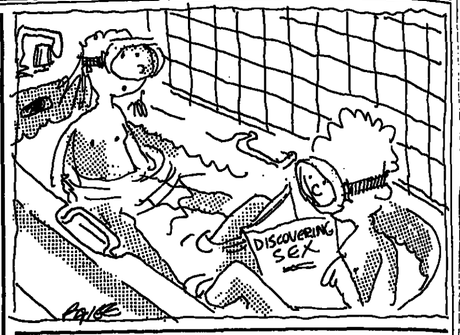
There are many courses around today that cater specifically for various types of special needs, courses which often take a considerable time and go into great detail. Few even attempt to focus on the implications for one particular subject area. And yet many subject specialists want a short basic awareness course; one which covers a wide range of special needs, with appropriate school visits to illustrate some of the many problems. Such a course should also be a gold mine of ideas, techniques and teaching strategies which the individual teacher can then employ whenever necessary to cater effectively for these special needs and difficulties.

Towards the end of the last summer term, Brunel University introduced such a short course (one week) for CDT teachers. The encouraging response illustrates that courses of this type are not only necessary, in light of the 1981 Education Act, but welcomed by teachers. (The course will be repeated at the same time next year.)

After a rewarding (but hardworking) week, it was apparent that good work was being achieved for a variety of different special needs in a multitude of environments. In the special schools, where space and isolation only contribute to the wealth of problems, the success achieved often seems to depend more upon the personality and the dedication of the individual teacher than on any other factor. However, course members felt an isolated individual approach was not altogether satisfactory. They requested that Brunel become a communication centre for special needs (CDT) and for the exchange of ideas, techniques and projects which would suit particular special needs in a variety of different environments.

Therefore, if you have tried certain approaches or projects and found them to work or otherwise, or if you have designed any special aids or anything else that others would be interested in, please write to me at the address below. I would be only too pleased to collate and distribute any useful information to other interested parties.

P J Rodbard, Brunel University, Faculty of Education and Design, Runnymede Campus, Egham, Surrey TW20 OJZ



SEX EDUCATION

What we owe to children

Frankie Hudson

Surely it is not enough for the Department of Education and Science to hope that "governing bodies will be strongly influenced by the widely accepted view that schools have a responsibility to their pupils to offer at least some education about sexual matters" (TES, October 2).

It is about time that adults accepted their responsibility to educate their children to become whole adults, with the prospect of happiness and fulfilment before them and with little likelihood of abusing, sexually or otherwise, their own children – the next generation.

To achieve this, one of the most fundamental facts of human life has to be looked squarely in the face and acknowledged as such: our sexuality. From the moment a child is born his or her erotic nature is evident. And yet many parents cannot come to terms with this and push their children away if they snuggle too close, or slap their hands if they fondle their (own) genitals.

Children who grow up with a sense that the sexual side of their nature is "dirty" become furtive, secretive and guilty. If nothing is properly and openly explained over a prolonged period of time, children may grow up feeling bad about this most significant aspect of their lives. Ignorance and shame regarding sexual matters lead to frustration in their adult, unfulfilling sexual experiences, poor relating generally, and anger and resentment which so often result not only in wife bashing but also in child abuse.

It is well researched that parents are glad to leave sex education to the teachers: they themselves feel inadequate and ill-equipped to deal with their children's sexual development, a tacit recognition for the most part of their own ignorance, embarrassment and inadequate education in this area.

If only to prevent child abuse in the next generation, we owe it to the next lot of parents to help them to understand and to feel good about their own sexual lives. This is the basis for the formation of good relationships, which will help prevent schoolgirl pregnancy and the spread of venereal diseases as well as going some way towards protecting their future children from abuse. The right sex education today means that our children will have a better chance to grow into properly functioning and sexually responsible teenagers and adults. This is what sex education is all about, after all.

Let those who decree what kind of sex education may take place in our schools look honestly at their own (past) ignorance and discomfiture. Let them not wish even that on our children.

Frankie Hudson works at the unit for schoolgirl mothers at St. Philip's March Nursery School, Bristol.

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Paul Harrison's review of home workbooks (*TES*, October 2 was negative, muddled and unhelpful.

The popularity of write-in workbooks for children to do at home does not demonstrate the failure of schools. On the contrary it demonstrates their success. They have opened up and out to catch the interest of parents as never before.

A child comes home to ask for something red for the red table, something beginning with "b" for the 'b, table', information about dinosaurs or ancient Egypt according to the latest topic. Of course parents have become interested and a good thing too. If they buy workbooks for their children to do at home it does not indicate a "parental lack of faith in the school" only a normal interest in the child.

Schools should take heart from the popularity of such books and use them to advantage. Even the content is questionable where teachers have a golden opportunity to identify and explain bad practice. Parents are obviously interested and the books could be used as that much-needed bridge between home and school.

Mr Harrison's fear that "children may be working through pages and pages of inappropriate maths" betrays his narrow pedagogical position. Apparently only teachers can be the judges of "appropriate" maths, or whatever. Parents, it seems, cannot be trusted to choose appropriate material for their own child.

The closer partnership advocated by Plowden has to start with mutual respect. No amount of PTAs, curriculum workshops or paired reading will matter one jot if this initial respect is missing and to imply that parents can't be trusted is no way to achieve that respect.

Besides, aren't teachers as susceptible as parents to getting it wrong sometimes? I know that during my ten years in the classroom I must have done so more than once. Teachers are only human after all. To expect 25–35 children all to be agents in their own learning for five hours-a-day five days-a-week is simply unrealistic.

And anyway, a bit of inappropriate maths here and there never did anybody any harm. It's the headlong assault up the wrong track that does the damage.

Also parents are not stupid. How many of them would want a child to do "pages and pages" of maths after a day at school? Not many.

Variety of method is an essential element of good practice. This shouldn't stop at the door of the classroom. There has to be more than just the school way. Isn't it a little arrogant to fear that "instead of seeking the advice of their schools" parents are going off to buy home-learning books?

The worry that some of the work "may conflict with their schoolwork" is again drearily pedagogic and is the kind of attitude which gets teachers accused of not living in the real world.

Parents do live in the real world, and for most of them it's a very busy one. We cannot expect co-operation from parents if we say we welcome them as partners in their children's education but only if they do things our way.

The reviews of the books themselves showed inconsistencies and a lack of understanding on specific points. On the one hand Mr Harrison criticizes the *Learn Together* series for a lack of colour "which will probably appeal to parents who think that learning should not be too much fun". The implication is that colour is valid because it would enliven the appearance and link learning with fun. Yet in the *Maths Explorers* series, when butterflies are added to an early number activity presumably to enliven the appearance and link learning with fun they are dismissed as "trite sugar-coated irrelevancies".

Personally I'd have neither. But I wouldn't be prescriptive about it. Part of the reason for *Learn Together*'s lack of colour was to keep the price down. Pre publication research suggested parents on the whole prefer this. Publishers seem to pay more heed to their customers than teachers do.

In the *Learn Together* series Mr Harrison finds it odd that despite the advice to follow the handwriting policy of the school "there's a difference between the style in the infant books and that of the junior books". This is about as odd as finding the handwriting style of the infants different from that of juniors in the same school. Would he prefer juniors to be using print script or should we launch straight in with joined-up writing at five?

We have to keep a sense of perspective. To say "these books could damage your child's education", apart from being plain silly, is to place far too much importance upon their influence. Education is a complex, subtle and mysterious business. Children learn in all sorts of curious and unexpected ways.

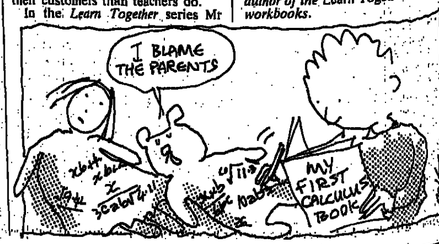
Write-in workbooks will come and go but schools go on forever. In the meantime though the books are here and schools could have a big hand in forming the content. Whether they do or not is up to them.

Sandra Soper is a parent, teacher and author of the Learn Together *series of workbooks.*

WRITE-IN WORKBOOKS

Trusting the parent

Sandra Soper



FEATURES

Ballet boys

Ann Fitzgerald traces the spin-offs from a school's first steps in dance





Roy Peters

"It's great knowing how to dance and really trying to do something well"

When Sadler's Wells Royal Ballet premières Michael Corder's *Glorlana* at the Birmingham Hippodrome today, some of the most critically appreciative members of the audience will be a group of 14 and 15-year-olds from Handsworth Wood Boys School who have discovered for themselves the intricacies of creating a ballet.

A boys' school in Handsworth, where 98 per cent are learning English as a second language, and 50 per cent qualify for free school meals, might be thought to have more urgent tasks than a project on ballet. But Malcolm Hanney, the headteacher, takes a broad view of the education a boys' school should provide.

"By the traditional nature of society's attitude towards ideas of masculinity it's difficult for many qualities latent in boys to come to the surface. It's difficult for them to express sensitivity or emotion, for instance. If you don't try to alter that in school then they won't develop int a full person as an adult."

But how to turn thought into reality is another question and Malcolm Hanney is the first to admit that the catalyst for "this tremendously successful project" has been Elaine Foster, a deputy head, appointed two years ago.

She says: "When I first came to the school I was dismayed to see how little the arts featured on the timetable and what few opportunities there were for expressiveness and creativity among the boys. Outside the strictly academic subjects the emphasis was on woodwork, and CDT. Even art had a strong technical basis and movement meant gym and PE. There was no drama on the timetable and singing was another difficult area as most of our pupils simply don't have any cultural tradition of singing."

When she voiced her sense of these shortcomings she found a ready response from the staff, including the head. "It wasn't that staff were against a more creative content to the syllabus but that they didn't feel they had the expertise to launch into these areas or indeed much back-up or funding from the local authority to do so," she explains.

So she approached Sadler's Wells Royal Ballet, whose education department had established a base at Birmingham's Hippodrome Theatre two years previously. From there it had already completed a number of highly-praised projects in the city's schools, mainly at infant and junior level.

The SWRB's education officer, Jane Hackett, accepted the challenge of arranging a work programme, based on the making of a new ballet, which would be enjoyable and valuable for third and fourth-formers. With sponsorship from Marks and Spencer, a seven-week project was devised for 25 boys consisting of a two-hour session at the Hippodrome Theatre one afternoon a week: One hour was spent in a practise class in one of the theatre's dance studios learning basic steps, movements and sequences. The other hour was spent back-stage working with technical staff.

In the third week the boys had the chance to work in school with percussionist Mike Doran, and choreographer Graham Lustig, as well as watching the SWRB rehearse and polish the three new works to be performed, including Lustig's own, *Paramour*.

The boys were in the audience for that performance and by then their own work, a dance piece entitled *Our City*, had begun to take shape. Based on a poem by one of the group, Perdes Simplay, *Our City* was presented in the Hippodrome's Studio Theatre, to an invited audience, at the end of the seventh week.



An occasional series looking at the problems faced by inner city schools and their efforts to overcome them

During the project they had tackled all aspects of production and are keen to describe the experience: "We made up our own steps, put our own ideas into it and made our own music as well," says Kamal Parekh.

"The hardest thing was trying to get the right movements to express the ideas in the poem," according to Gursharnpar Chana.

"We achieved something: It's great knowing how to dance and really trying to do something well," Perdes Simplay feels.

None of them wants to dance professionally; one said it was "much too hard and too short a career". But six months later, they still have a strong interest and the SWRB première was eagerly anticipated. In the meantime, three of them are giving workshops in Bangla dance to children at a nearby junior school.

The project has benefited the whole school. Malcolm Hanney says: "The attitude of the school has changed. All the boys, and all the parents, knew about the project and it caused a buzz of excitement and interest that has speeded up a lot of other things."

One of these has been the school's recent Arts Week which involved every boy in dance, drama, story telling, poetry or painting. A newly-constituted staff arts committee, including the heads of RE, music and PE, is looking at ways of developing an integrated approach to the arts in the first three years' curriculum. Several members of staff commented on how "the older boys express themselves more sensitively in their written work now", and said that the atmosphere in the classroom had changed.

"SWRB and my staff have provided the framework but it's been the readiness of the boys to participate, and their acceptance of the ballet project which has brought about the change which we can all feel," says Malcolm Hanney.

Closely observed children

A highly acclaimed child studies course is among those threatened by the national curriculum, Hilary Wilce reports

Tusia Werner would dearly love an hour or two alone with Kenneth Baker. In that time she would exert all the force of her considerable personality on the Secretary of State to persuade him that her child studies course has at least as great a claim, if not more, on scarce curriculum time as the foundation subjects of the proposed national curriculum.

"I promise you, if I could only have the time, I would do it," she says. And she is probably right, although at first glance, the things her course covers – watching children playing, designing toys, studying picture books – appear to be exactly the kind of soft-centred learning that Mr Baker is determined to pare away from the secondary school curriculum.

Tusia Werner will hear none of it. He wants rigour? There is nothing more academically rigorous than this course, she says. He wants in-depth learning? He should just see the detail her students have to go into. He wants good English. Well she has never, not in 27 years of teaching, seen anything like the standard of written work she gets now.

She defends her course with all the passion of her Russian immigrant origins, because she knows that with the national curriculum due to take up to 90 per cent of school time, and even favoured Tory subjects like Latin and religious education under threat, the likelihood of it surviving in its present form is slight.

She developed the course at the Stanley Denson high school, a clifftop comprehensive on the edge of Brighton whose catchment area includes some of the town's poorest areas, where she works part-time.

Her husband, John, is the school's head, and although she would not have chosen to work in this situation, she acknowledges that it was the family connection which brought the course into being.

When he came to found the school 12 years ago, the process of amalgamating two schools led to an air of "rather nasty sexuality" and aggression arising between boys and girls.

Since she already had considerable curriculum development experience, he asked her to develop a health education course for the fourth and fifth years, to try and tackle these tensions. From that she moved on to develop her child studies course.

Many such courses, with their rubber dolls and baby baths, concentrate on teaching pupils to care for young children. Hers, in contrast, is heavily weighted towards understanding children's emotions.

"When I first started, I thought I was going to be preparing the girls to be better mothers, but I soon realized that wasn't the right approach.

"When you have a baby is the right time to learn about looking after babies. What I am teaching is how to understand children's feelings, and the starting point for that is getting students to understand themselves, as children."

So, for example, in looking at why children tell lies, students are asked to produce an account of some memory from their own childhood.

Tusia Werner interprets the vividly written tales, exploring the situations. Penny at 7 hit her brother. Should her Mum have bitten her back "to show her how it feels"? No, they decide, because if an adult does something, a child thinks it is OK. "A lot of behaviour is learnt behaviour," she points out.

There is much written work, set out according to a formula which makes pupils look logically at the material, and lessons are closely structured.

Why do children lie? Tusia Werner tells her students it's because they are frightened of the real or imagined consequences of their actions. What do you do? First you comfort them: "If children are in a state and you have a go at them, are they going to remember it?" Then you tell them what is going to happen. Then you find some way in which they can make a contribution to making things better again.

"It's an adult's duty to show children solutions. A child has got the right feelings, it's just that we don't always recognize them," she tells them. "Think on about that."

Inevitably, some of the material thrown up is highly sensitive, even explosive. One pupil, writing about her unhappiest day, told of when her mother left home, and from what has appeared in pupils' essays, she is convinced that the estimations of the high number of children suffering sexual abuse are right.

"I have to handle things carefully. I'm not a counsellor. If they want to talk to someone I pass them on. Obviously I would never use that sort of disclosure in my teaching in any way."

The course covers childhood up to seven, in three hours' teaching a week. Each student does a detailed study of one child which includes looking at family background, play, books, and emotional and physical development. Students are expected to observe and note children's behaviour at a regular playgroup held at the school.

Although the two-year course is popular with the less academic girls, six boys now figure among the 100 fourth and fifth pupils taking the option, and the whole ability range is represented in the classes.

One girl who moved on to study A level psychology found she had already covered most of the advanced course.

"When they see the amount of work they have to do, they know it is not an easy option," says Tusia Werner, who feels that although the course is based in the school's home economics department the science department would be more appropriate.

"It is a science. I teach it as a science. It's the science of human behaviour."

Even so, is it really the kind of thing that schools should be doing? Are employers, for example, impressed by a qualification in child studies? "If they aren't," she replies crisply, "then they are certainly impressed by the people they see before them at interview."

"What I am really doing is teaching them about themselves. So many of my girls come in and say 'Oh, I was so naughty as a child, I was really bad', and they honestly believe that they were somehow wicked.

"When they start to understand that they were just normal children, and why they did what they did, you can see them beginning to change and grow up.

"Until you understand yourself, your childhood, you can't go on from there. It's a question of being able to control it, rather than letting it control you."

The course has attracted national radio and television coverage, and Tusia Werner's source book, *Child Studies*, has received enthusiastic reviews.

She has addressed psychiatrists and psychologists about her work, and was once invited to have lunch with Sir Keith Joseph when he was Education Secretary and interested in developing an initiative on education for parenthood.

But she fears things are going downhill. The Southern Board's GCSE syllabus, which her students now follow, is "too narrowly geared towards child care, she says, while the national curriculum threatens to squeeze the course out altogether.

Yet she remains passionately committed to the value of what she is doing. "It is the most creative, rewarding thing I've done in my life. I would never, now, want to teach anything else."

Shape of things to come?

Nick Baker visits a comprehensive which last week received an award for its Baker-style common curriculum

Nobody would dare try to close Dartmouth Community College today. If they did, there would be instant uproar. The prettily spruced-up fishing town, population around 7,000, would empty as the crabbers, hoteliers, and shopkeepers climbed the hill to the unimpressive cluster of buildings at the edge of the council estate. The *grockles* (visitors) on whom the town depends would be left, momentarily, to fend for themselves.

Yet, around six years ago, there was definite talk of closure, and an angry meeting did take place. But then, the roll was hovering uncertainly about the 400 mark, and the 11 to 16 school was struggling to maintain its breadth of curriculum, in a six-option, 30-subject programme for fourth and fifth years which staff now agree was a mess.

To make matters worse, when head teacher Ann Keast arrived in January 1984 she found the school had severe financial problems – its general allowance budget had gone into overspend. But one new deputy head and three national curriculum awards later, the school has achieved complete turnaround with beefed-up community involvement.

Most importantly, the old option system has gone. The curriculum has been stripped to its essentials and rebuilt. "There had been lots of cases of timetable dictating curriculum," observes one teacher. "That's been reversed."

In fact, the common curriculum operated at Dartmouth for more than two years comes close to the national curriculum envisaged by Kenneth Baker. The main difference is Dartmouth's slight bias towards humanities with no choice of subjects. The theory is that choice comes within subject strands.

All Dartmouth fourth and fifth-year pupils follow ten of them: English, maths, science, environment (geography with a social studies emphasis), integrated humanities (which includes world affairs and personal and social education), creative arts, PE, technology, languages and a newcomer this term, economic awareness. This will cover information technology, the world of work, economics and commercial subjects. Each strand will be examined at GCSE. The only optional extra is a GCSE in PE. All courses except maths are modular; three are assessed on course work only, with more following suit. All aim to have a large community element.

One of Ann Keast's first moves was to encourage teachers, particularly those involved with teaching the following year's fourth-years, to consider their own strengths, interests and aspirations irrespective of traditional subject constraints.

"It was taking them back to being first and foremost a teacher," she says, confessing to being "passionate" about the importance of management. "The prospect of GCSE was a fantastic opportunity to get away from people saying 'I can't teach that because of the examination syllabus'." Meanwhile, a three-person curriculum review team started to focus on how a new, common curriculum could use the community to make learning more relevant.

But there was no question that you could simply carve a curriculum out of the combined interests and ambitions of 28.5 teachers, superimposed on to a view of the community as a learning resource. When Graham Hawkins was appointed as deputy head two years ago, he presented a plan to staff that involved an almost totally common curriculum at 14 plus, with a small margin of choice.

Inspired, perhaps, by the taste for change they had started to acquire under their comparatively new head, they went the whole hog and plumped for a completely common curriculum. The framework was laid down by a central curriculum team with the details worked out in newly-arranged staffing groupings that corresponded with the ten new subject strands.

A huge syllabus shopping trip was mounted for appropriate joint examinations which could be converted to GCSE. Dartmouth staff must be among the most clued-up in the country when it comes to combined knowledge of what's on offer in the syllabus supermarket, and in some subjects syllabuses devised at the school are setting the pace for others. For example, the Southern Examination Board is piloting the environment course devised at Dartmouth in five schools, and it may well be adopted as a mode 1 syllabus for GCSE.

Now, after a common curriculum through years two and three, students make their choices within the ten subject strands. The timetable is now on a ten-day cycle, split into three 90-minute sessions. Home time is 3pm. That's grockle clotted cream tea time in the summer – many Dartmouth students have spare time jobs, and an early finish is handy during the silent winter months when travel can be difficult.

But after 3pm there's an optional fourth one-hour period for those who want a "top up" subject – at the moment there's an extra modern language and a science. Over the transformation period parents were suspicious about the apparent merging of the three sciences, but it was pointed out that their children couldn't do three separate sciences under the old system because of the staff limitations.

Despite the proximity of an alternative comprehensive, and, one of Britain's few remaining grammar schools over the river in Torbay, the loss of new students was almost nil.

Similarly, the only staff losses were through "natural wastage" – people taking the sudden change as a signal to retire. Morale never wavered. Even the teachers' dispute had little effect: many NAS/UWT members went over to the NUT which didn't enforce action on meetings and work outside the classroom, but left it to teachers' discretion.

But key was to sell the change to the students, stressing that there would still be choice – and in most cases, a lot more than in the old option pattern that created sink groups. There was a whole class of pupils who were referred to as "non French" and there were impossible dilemmas between subjects.

"We felt like guinea pigs", chorused a group of fifth-formers who had just taken their examinations at the end of last term. The last of the "changeover" students, they'd done mostly joint GCE/CSEs where syllabuses can be directly transferred into GCSE, but some had done the general science joint examination *and* straight science O levels.

As new fourth-years, they were initially suspicious of the new syllabus. One of those "let's start from basics" exercises in the environment strand, in which they had to sniff trees, came in for a lot of stick. In fact, it was their criticisms and complaints, loudly but sensibly expressed, that helped guide the new system through its teething problems. The fifth-years I spoke to were all glad, in retrospect, that they hadn't been allowed to "drop" a subject, all for different reasons. Some said they would have dropped science, given the chance. They were glad they hadn't. One girl wouldn't have dreamed of doing a creative arts course, but ended up loving it: "I did sculpture, film and dance," she beamed.

A bonus much appreciated by the fifth-years was the lack of examinations. Around half of the strands had a high course work content although this included examination style assessments in some cases. Others included the feeling of increased confidence given by the community involvement – "going out and interviewing people" – and the sheer number of courses that they were allowed to take, promising as many as 11 possible passes for those who topped up with extra science.

The sales pitch to the guinea pigs (repeated reminders about why they were doing what they were doing), reinforced by the guinea pigs' outspoken consumerism, was a success. In fact, teachers now suspect a bit of overkill and are concerned about undercompensating with the current fourth year, who some feel are not getting enough explanations about the relevance of their new courses.

The selling to parents wasn't as difficult as it might have been because of student involvement in selling the idea at special meetings. Then there were parents' meetings with examination board officials, advisers and students. Governors assigned themselves one area of the curriculum for a detailed report back to their colleagues and to governors of primary feeders. Students even presented their favourable impressions to Devon's education sub committee.

Would the new subject titles be harder to sell to prospective employers? "Employers are more impressed by this," said Keith Grey, English team leader, pointing to the latest edition of the *Dartmouth Chronicle* and a report about the Schools Curriculum Award, headlined "Dartmouth One of the Top Schools – Official". The school has also been recognized under the RSA's school/industry links scheme and had a commendation in last year's DTI-backed Schools Industry Prize scheme. It's facts like these, with the recent glowing review from the authority's advisory team – that are likely to impress local employers.

Local news coverage is the result of forceful public relations on the school's part. Dartmouth is one of the growing number of schools to put out professional looking press releases. Head teacher Ann Keast doesn't shrink from using the term "marketing".

The next aim for Dartmouth is to have more students choosing *a la carte* with modules taken from different strands to make up an exam that's not on the official menu, and cross modulation – for example, a maths module which could be assessed on criteria from both maths and technology courses, thereby allowing the student to have two coursework components for the price of one. This should further lessen the effect of inter-subject boundaries.

"In a traditional option system it's possible to avoid whole areas of experience and knowledge," argues Graham Hawkins." The choice offered isn't genuine, even where there's a compulsory science. What we've got is an 'entitlement curriculum' offering balanced science, which involves choice within the subject strands but doesn't involve any major areas being left out.

Is there any hidden setting or streaming – encouraging students to choose courses appropriate to their ability? Hawkins is adamant that this doesn't happen and that individualized learning, open-ended modules and the high coursework quotient means students can genuinely take their work as far as they wish: "The concept of grouping for ability goes out of the window."

Much of the teaching I saw on a short visit didn't differ enormously from that in other, more traditionally organized secondaries. The atmosphere is relaxed, there are no signs of friction between teachers and students, and apart from one unusual session in which, as part of their English course, fourth-year students created simple story books for reception children in one of the nearby primaries, nothing seemed extraordinary. However, it is claimed that as much as 30 per cent of learning goes on outside the classroom, and it's the way subjects enmesh, as much as content, that is of concern at Dartmouth.

As far as Dartmouth staff are concerned, the move away from what Graham Hawkins calls the "baronies" of subject departments didn't create worries over promotion prospects. In fact, with the hierarchical ladder taken away, there's more freedom for staff to achieve what they want for themselves, whether or not it means going up a scale. In some cases, it does.

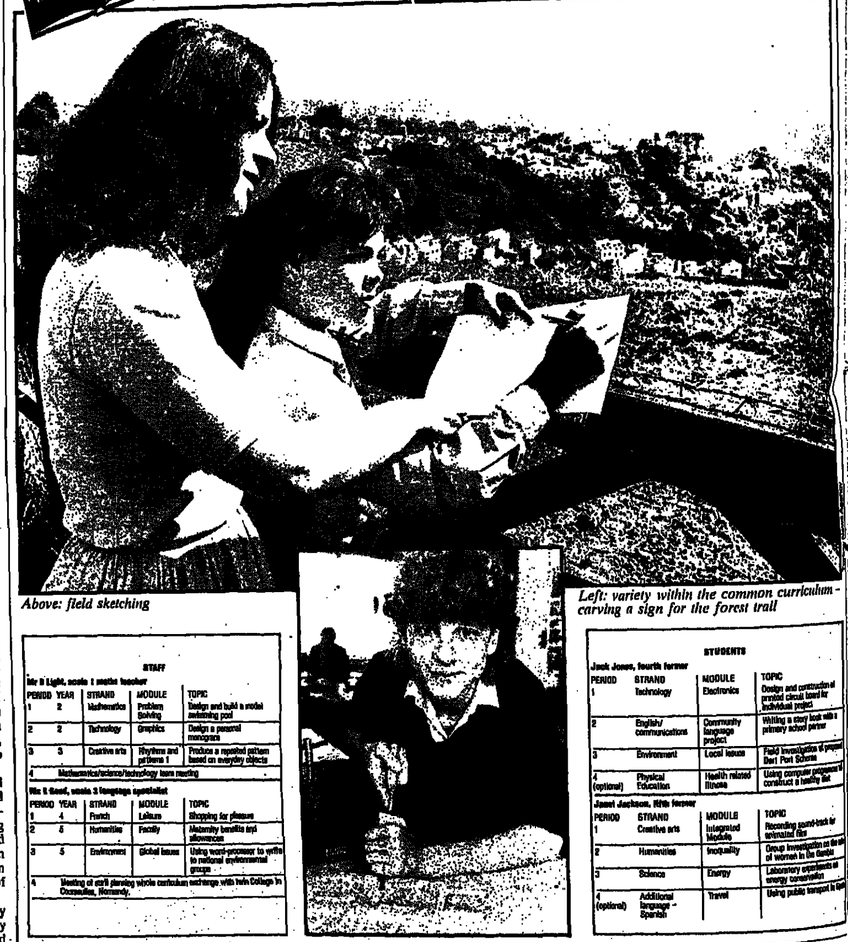
At 26, Philip Ward earns his scale 2 for being leader of the languages team *and* (temporarily) leader of the environment team. This gives him a chance to mastermind a cross curricular module involving a trip to a Normandy town to compare its shipping with that in Dartmouth – a project which spans community learning, human geography and applied use of a modern language.

Meanwhile, John Syks's new job description, without promotion, moves him from team leader for maths to curriculum co-ordinator ("a go at timetabling", as he put it) financial co-ordinator and holder of a watching brief for science and technology. In other words, a grooming for deputy headship, courtesy of careful man management.

The appointment of a financial co-ordinator is significant: Dartmouth prides itself on being ahead of the times – ready for GCSE one year early, happy to put forward the basis of its curriculum as a possible model for a national curriculum and gearing itself for financial autonomy. If testing at 11 and 14 is made compulsory, Dartmouth seems the sort of school to want to try it out one year early, despite reservations on some teachers' parts.

Clearly, leadership by a management specialist head and a curriculum expert deputy was crucial to the change. However, there's no mistaking the advantages of the school's raw material: a self-contained community in which everyone knows everyone else, no shortage of local offers of community and industry links, no sign of unemployment reaching crisis level, a small number on roll and a beautiful Devon setting. These attractions mean that the school can pick and choose when it comes to new appointments, so quality of staff is invariably good.

Graham Hawkins, the deputy, is pleased the new curriculum is so close to the envisaged national curriculum. "I only hope that as further details are published, they won't be too prescriptive," he says. "Initiative is one of the hallmarks of the British education system, and we can't afford to become fossilized." There's an open invitation to Kenneth Baker to visit for a cream tea and a look at the way a wholly common curriculum works.



Above: field sketching

Left: variety within the common curriculum – carving a sign for the forest trail

STAFF

Mr B Light, scale 1 maths teacher

PERIOD	YEAR	STRAND	MODULE	TOPIC
1	2	Mathematics	Problem Solving	Design and build a model swimming pool
2	2	Technology	Graphics	Design a personal monogram
3	3	Creative arts	Rhythms and patterns 1	Produce a repeated pattern based on everyday objects
4	Mathematics/science/technology team meeting			

Mrs R Good, scale 2 language specialist

PERIOD	YEAR	STRAND	MODULE	TOPIC
1	4	French	Leisure	Shopping for pleasure
2	5	Humanities	Family	Maternity benefits and allowances
3	5	Environment	Global issues	Using word-processor to write to national environmental groups
4	Meeting of staff planning whole curriculum exchange with twin College in Cherbourg, Normandy.			

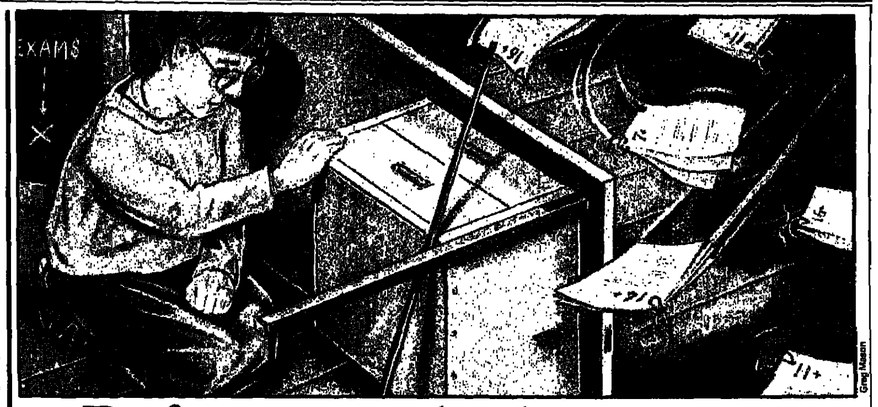
STUDENTS

Jack Jones, fourth former

PERIOD	STRAND	MODULE	TOPIC
1	Technology	Electronics	Design and construction of printed circuit board for individual project
2	English/communications	Community language project	Writing a story book with a primary school partner
3	Environment	Local issues	Field investigation of proposed Inner Port Scheme
4 (optional)	Physical Education	Health related fitness	Using computer programme to construct a healthy diet

Janet Jackson, fifth former

PERIOD	STRAND	MODULE	TOPIC
1	Creative arts	Integrated Modules	Recording sound-track for animated film
2	Humanities	Inequality	Group investigation on the role of women in the family
3	Science	Energy	Laboratory experiments on energy conservation
4 (optional)	Additional language – Spanish	Travel	Using public transport in Spain



Greg Mason

Defence not the best attack

Arthur Syred examines the objections to bench-mark testing

Roger Murphy ("The quest for 'standards'," *TES* October 16) provides a useful anthology of objections currently being levelled against Mr Baker's proposal for national tests. But there does seem to be rather a lot of question-begging and other forms of logical peccancy in many of these arguments.

First, we encounter the charge that the proposed tests will be "disruptive and likely to do enormous damage to the quality of state education". But this is not an argument against national testing unless the quality of state education is already good. For, if it is bad in some respects, it possibly needs disrupting and having some damage done to it in order to give rise to something better. Accordingly, before Mr Baker's critics are entitled to use this argument, they must first give some reasons for thinking that the present quality of state education is such that disrupting it is unjustifiable.

Dr Murphy's second objection is that Mr Baker has provided no factual evidence to support his claim that the proposed tests are "a proven and essential way towards raising standards of achievement". Here there is a concealed assumption that justifying Mr Baker's claim would have to be a factual matter.

It is possible to argue that because the very concept of a standard implies the use of criteria for judging whether a particular level has been reached, a system of testing must be employed. Moreover, if the intended rise in standards is to be nationwide, it seems reasonable to suppose that the associated system of testing must also be nationwide.

Next we come to the argument that if Mr Baker's plans are implemented, teachers will inevitably begin to restrict their activities to training pupils to pass tests, instead of teaching their subjects. This is on a par with suggesting that if the efficiency of surgeons were to start being judged by the number of operations they performed, they would inevitably restrict their activities to making superficial incisions and then sewing them up again.

No doubt there would be a few black sheep among teachers who would try to disguise their ineffective teaching – but it is not difficult to produce tests that would circumvent such attempts. Of course, merely giving pupils some extra experience in doing written tests would not be objectionable, since up to a point this can be a useful way of providing necessary practice. Moreover, even if carried to excess, the fact that it then becomes self-defeating, as a means of improving pupils' performance, would quickly become obvious to all except the most imperceptive teachers.

The next argument is that, merely through giving four tests of a particular kind in the school lifetime of each pupil, certain desirable developments in current ways of assessing children would be undermined. Why this should be expected to happen is a logical mystery. For measuring children's progress by using national attainment tests every few years clearly does not rule out using other forms of assessment in between. To deny this is not very different from saying "If the outside parts of a sandwich are bread, then bread must be in the middle also". Some of the other kinds of tests (for example, diagnostic tests) are such useful aids that they might need to be used even more extensively if the attempt to raise educational standards is to succeed. Far from reducing other forms of testing and assessment, therefore, the introduction of national attainment testing might even lead to a greater use of diagnostic tests and other aids to successful teaching in our schools.

Dr Murphy next objects that Mr Baker's proposed tests "hark back to" the era of the old 11-plus examination. Here there is the concealed assumption that the present state of education is unquestionably better than during the era referred to. Perhaps in some respects it is, but in others (such as the levels of attainment achieved by some of the brightest children) it possibly is not. If Mr Baker's tests lead to a greater use of "setting" in some schools, thus producing an alternative means of achieving results equal to those under the old tripartite system while retaining most of the advantages of comprehensive schools, this would be a desirable "harking back" to the 11-plus era.

The next objection is that the proposed tests "deny the reality" that children make progress at different rates in different subjects. But this would be the case only if it were intended that each child's marks in different subjects should be added together. Since this is apparently not the case, the test results will be able to reveal quite plainly that child X, between 11 and 14 (for example), makes more progress in subject A than in subject B. How can it be maintained that this "reality" is being denied?

Dr Murphy then objects that setting targets in education is a good idea only if each child has a target appropriate to his or her individual capacity and circumstances. Here there seems to be some confusion arising from the fact that setting targets is not always done for the same educational reason. For the purpose of maximizing an individual's competence in a particular subject, it is indeed advantageous to proceed by setting him or her a series of targets which are especially adapted to his or her needs and circumstances with a series of individually appropriate tests.

But individually appropriate tests would obviously be useless as a way of informing parents how their children are performing in relation to national standards of achievement. Insisting that only individually appropriate tests should ever be set for children is, in effect, denying that parents should be told how their children perform in comparison with others – which seems to be a rather arrogant position which needs some justification.

Next comes the objection that Mr Baker's tests will have "a narrowing influence" on the curriculum, making it less "balanced" and "relevant". But if they have their intended effect, namely of focusing attention on teaching certain basic skills more rigorously and thoroughly, the way will be opened up for many pupils to pursue a wider, and even more "relevant" range of subjects later on.

As regards balance, an increase in the attention paid to basic subjects at one stage does not need to be at the expense of those whose concurrent neglect makes for unbalance. Others could be temporarily given less attention instead, and this could be compensated for in further curricular adjustments later on. There is rarely only one way of achieving a "balanced" assortment of ingredients, whatever dish is being prepared!

The expense of the proposed testing scheme is Dr Murphy's next target since it will necessitate additional in-service training and possibly extra payments for administration and marking. It seems surprising to find an educationist objecting to expenditure on teacher-training. As regards extra payments to teachers, whether these would be justifiable depends on whether any administration and marking was done during ordinary school hours. One possibility is that the tests could always take place during the summer term and that the children would take them at least partly as an alternative to sitting for their usual end-of-year exams.

Dr Murphy finally doubts whether the tests can be sufficiently brief for young children to take and yet still measure their performance in a sufficiently wide sample of component skills. He also questions whether a single grade can meaningfully convey information about a child's competence in any subject when the skills that need to be acquired in learning it are usually numerous, complex and varied.

Although I am not a statistician, it seems to me that Dr Murphy is being unduly pessimistic here. It is usually possible to reduce the number of skills that need to be tested by taking advantage of the high correlations that occur among measurements of pairs (or even clusters) of skills, thus enabling a test of one to do duty as a test of others as well. Another way of reducing the number of test items is to include fewer difficult questions but to give them higher weighting.

Grading on a five-point scale admittedly "coarsens" the measurement, but that will probably be beneficial, since it will reduce the scope for children of not very different ability to feel inferior or superior to one another. Indeed, in a "banded" secondary school, it is likely that most of the children in many classes will be awarded the same grade. At the same time, parents will be given an easily intelligible indication of whether their children are performing averagely, or are somewhat above or below average.

A common objection that Dr Murphy does not deal with is that it is wrong to publicize the fact that the average level of attainment in some schools is lower than in others because such differences are likely to be the result of varying degrees of social deprivation, rather than differences in the skills of the teachers.

But unless it is known which schools have low levels of attainment they are less likely to improve. Such improvement can result from many factors. Parents may make a big fuss; advisers can move in and recommend additional teachers or the transfer of weak ones; councillors may agree to spend extra money on facilities; both teachers and their pupils may be put on their mettle and consequently strive harder; head-teachers and governors may be stimulated to improve the curriculum; more funds may be made available for in-service training – there is no end to the steps that can be taken to improve a school whose pupils are low achievers, once the matter is given sufficient attention.

It would be a tragedy if unnecessary defensiveness on the part of teachers, who if they are good professionals ought to have enough self-confidence to know their worth, were to stand in the way of a bold attempt to get to grips with the problems of under-achievement among so many of our children.

Arthur Syred is a former senior lecturer in education.

'It is claimed that as much as 30 per cent of learning goes on outside the classroom'

HEATRE FILMS TELE S ON ART MUSIC TH
BOOKS BOOKS BOO
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An exemplary life

Christopher Bigsby welcomes Arthur Miller's autobiography

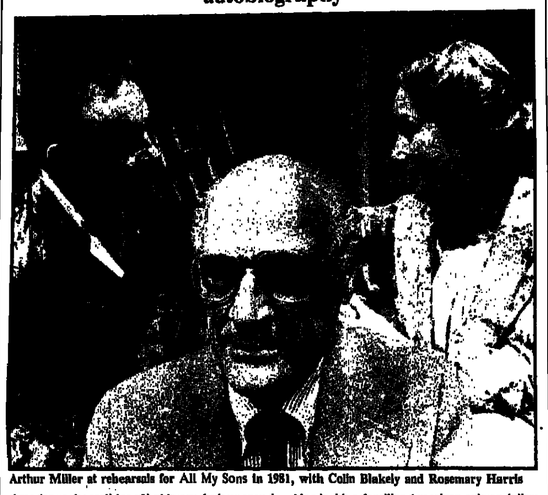
Timebends: A Life. By Arthur Miller
Methuen £17.95 0 413 41480 9.

In *Timebends* Arthur Miller has written not just an autobiography but an intellectual history, a moral treatise, a social analysis and, in some respects, a novel. Because of the kind of man he is and the kind of plays he has chosen to write, there is scarcely a private experience or an individual memory in this book that fails to broaden into something more. Each event becomes a metaphor, each personal relationship a key to a social cipher. Even the process whereby the mind compresses time, short-circuits across the decades and reshapes contingency into form, comes to stand for something else.

Thus the technique of *Timebends* (borrowed in part from *Death of a Salesman* and *After the Fall*), in which time is folded back on itself as an earthquake will suddenly force several strata together, reveals the relations between past and present in such a way that causalities become apparent, connections, echoes, responsibilities. It is a novel in that it takes its young protagonist through a world dense with social experience and yet shaped by the imagination. It is the story of a life invented in the living and re-invented in the telling. It is a life congruent with the experiences which have shaped modern America: the Crash, the Depression, the war, the anti-Communist hysteria of the Fifties, and even the apotheosizing of a golden girl, broken in spirit, into an image of the desirable and the real. It is, in short, an exemplary life and this is an exemplary book; it offers us an image not just of a single man nor yet of a single culture but of a world being unmade by holocaust and denial and reconstructed by affirmation and confession.

An autobiography is a statement about the self, but it is also an assertion of continuity and meaning. The past, in Miller's work, as one of his characters remarks, is holy. Indeed that is the basis for his argument with an American society which has always been inclined to deny history. In the theatre, Miller suggests, this led, particularly in the Sixties, to a disavowal of the logical coherences of story (whose causalities implied a moral universe) the abandonment of content in favour of style; in politics it led, in his view, to a refusal to see the past as anything but an error to be redeemed by the future – an American dream of inevitable improvement which implies the irrelevance or transcendence of experience.

But if Arthur Miller is intent on pinning



Arthur Miller at rehearsals for All My Sons in 1981, with Colin Blakely and Rosemary Harris

America to the realities of its history, he is uneasy with being tagged as a moralist, not least because two wrecked marriages and odd moments of political naivety seem to have disqualified him for the role. But the truth is that the main thrust of his work, and of his life, is to insist that we are responsible for our actions and our beliefs and that if we were not there would be no meaning that was anything but arbitrary, no social world that was anything but a field of competing desires. And if we would prefer, like John Proctor in *The Crucible*, to turn our backs on history, to declare a separate peace at the price of acquiescence and betrayal, then, like John Proctor, we would eventually come to realize that what is at stake is our sense of ourselves as individuals and beyond that, our right to claim life as something more than mere survival.

Nor is this a familiar American existentialism. Indeed Miller, in *Timebends*, is suspicious if not of existentialism itself then of what America has made of it. In place of the Sartrean rigour that ties the individual to his actions and to a responsibility that cannot be limited to the self, there has been a tendency to accommodate it to an ahistorical, asocial belief in the individual as autonomous and self-defining, free alike of history and responsibility. The book's bitterest comments are reserved less for the self-serving bigots of the House Un-American Activities Committee than for those in the Sixties who believed they could turn their back on the world and pursue a private path to enlightenment; those who, in the theatre, believed that art was an epiphany whose revelations were never designed to escape a house of mirrors in which art offered itself as a reflection not of social process but its own style and method. His own work is otherwise. It leads outward from the self to the world which the self occupies and conspires in creating.

There are a series of images in this book which live in the memory: his wife Inge poised on the parapet of a bridge ready to commit suicide, released from the torment of slave labour only to confront a sudden despair; Marilyn Monroe lost in a spiritual labyrinth of her own making; Miller himself, an exile in his own country, looking out over the Connecticut hills of a farm which he had bought in hope and now was faced with cultivating in despair. But because this is an autobiography, it is in the end a story of triumph. He came in from the cold; he found a marriage which has restored more than two lives. He has lived to see his work assume its rightful position in world drama (though his own country remains oddly myopic in perceiving the extent of his current activities).

But this is not a boastful book. It is an uncompleted life, as America is an uncompleted country. It is an interim report from a man in his seventies, whose own life has touched directly on the myths and realities of his society. To my mind it is a great book, one which will rank beside his other achievements and further justify his claim to be regarded as the writer who, more than another, has understood the ambivalent relationship between the individual and his society in an age of alienation.

Just over a year ago I sat in a restaurant with Arthur Miller and we traded our mutual despair over the direction taken by our two cultures – increasingly philistine, blindly materialistic, casually dismissive of those who failed to keep up with the rush of acquisitiveness. He explained that to the amusement of his broker he had pulled all of his money out of stocks and shares because, having grown up in the Twenties, he recognized the symptoms that had preceeded the 1929 Crash: a pervading sense of unreality in economic and social affairs, a belief that paper values were real values. I thought of him a few weeks ago when the market tumbled. The fact is that he has always been hypersensitive to changes in the pressure of his culture, acutely aware that however much we may have given up on causality, causality hasn't given up on us. The chickens still come home to roost and if that is our despair it is also our redemption.

Christopher Bigsby is professor of American Studies at the University of East Anglia

Yorkshire Moore

William Feaver assesses the reputation of Britain's favourite sculptor

The Life of Henry Moore. By Roger Berthoud.
Faber.£14.95. 0 571 14782 8.

Some say the change came when he started having his works cast in bronze, but I suspect it was when he became known to his friends and the world at large as Henry not Harry. A lot depended on that name. Not "Sir Henry" or "Lord Moore" (he had the choice) but plain Henry Moore. It stood firm on the page and the catalogue cover. It was Yorkshire, British, millstone-gritty. It became a trademark.

Anyone writing a life of Moore faces two problems that shouldn't be problems at all. There's the steady progress of the man (no biography-enhancing distractions to speak of) and his apparent absolute certainty. The promotion from Harry Moore, student teacher at Temple Street elementary school, Castleford, to Henry Moore CH, OM, head of the £40m Henry Moore Foundation, was hardly effortless but it went without a hitch. The idea that he struggled long and valiantly against a hostile or indifferent art world is unfounded.

Roger Berthoud, who last tackled Graham Sutherland as a subject for biography, has become expert at negotiating between the Approved and the Unofficial. He failed to get Mary Moore's co-operation – being Henry Moore's daughter wasn't easy to cope with – and that meant a lack of early archival material to draw on. Never mind: he tells the story with exemplary clarity and the lacunae are characteristic of Moore. At the risk of sounding like one of those hole-in-the-heart caricatures of the sculpture, there is, befflingly, a blankness around



which the artist used to spin his statements.

He repeated them, time and again: about rubbing liniment into his mother's broad back; about wanting to be Michelangelo when so young he had no idea what sculpture actually was. And later, when the honours started to accumulate, there was the image of the stocky genius with sharp blue eyes, unspoilt by adulation.

Berthoud quotes Lord Clark's remark about Henry Moore being the ideal representative of the human race on Mars. He didn't intend it to sound both patronizing and Dan Dare, nor did the obituaries notice anything absurd about it. But the truth was that, far from being uniquely compatible with Martians as well as human kind, Moore was a difficult man. He was, Berthoud says, "not without that measure of egocentricity which is essential for sustained achievement in virtually any field". That's putting it gently. In fact, Moore was so certain of his greatness, or gave the impression of being so certain, that other sculptors didn't really count. His Foundation – which enabled a vast tax burden to be avoided – was, and is, "generous"; but then it had to be. His assistants were kept at skivvy level. He brooked no competition. He assumed from a remarkably early age that there was none but he, and possibly Rodin and Michelangelo.

Without having to say so in so many words, Berthoud brings out the growing hollowness of Moore's reputation. Literally, as the sculptures grew, blown up from little bone and fossil ideas to huge marbles, carved for him in Italy, and mighty bronzes, big enough to dominate plazas the world over, but especially in the United States, Moore relied on momentum. Everything was editioned, if possible. Every piece was exploited. It seemed, over the last 20 years or so, that the great sculptor no longer bore any relation to his fellow artists and that, along with bankers and real estate men, presidents and the like, he was operating in orbit.

This is, after all, a familiar story: humble origins, admirable self-help, diligence rewarded, friends in high places. The Berthoud biography is particularly good on the shaping of the destiny and the hardening of the shell. It's too early to go further; sometimes though, someone will have to go more deeply into that crucial matter of the Clark influence; and admiration for the classic Moores, most of them produced between the early Thirties and the mid-Fifties, will have to be reconciled with disappointment at the great falling off later on and especially during the Foundation years.

William Feaver is art critic for the Observer.

BOOKS



Creative art at Islington Green school

An endangered species

Ken Robinson on the plight of the arts in schools

Living Powers: The Arts in Education. Edited by Peter Abbs.
The Falmer Press £16.95. 1 85000 167 7. £8.95. 185000 168 5.

Anyone with a serious interest in the arts in education should read this book. This is not because you'll agree with it all, though you might, but because you need to have an informed opinion on the issues it presents. In his introduction, Peter Abbs sees *Living Powers* as following in the wake of the Gulbenkian report *The Arts in Schools*. This is true in three ways: first, in emphasizing that arts education is a crucial part of the school curriculum which is seriously endangered; second, in arguing that the different arts disciplines should be treated collectively as a generic area of the curriculum, like the sciences and humanities; third, in arguing that some arts educators need to change their ideas and their practice fundamentally.

The first part of the book is a long, often stormy polemic by Peter Abbs on what he sees as the disastrous and related influence on arts teaching of modernism in the arts and of progressivism in education. In reconstructing the arts curriculum, he argues, "the six great expressive art forms" – literature, music, film, dance, drama and art – must now be conceived as forming a single "aesthetic field" which has "radical connections with the living cultures of the past".

The second part is an informative and provocative collection of essays by different writers on the histories of each of the six arts disciplines in question. The aim, says Abbs, is to open the way to an informed, comprehensive understanding of all of the arts as a necessary precondition for collaborative work. The final section is a brief manifesto on the sort of arts curriculum which should result.

What motivates the book's assault on modernism and progressivism? There are three recurring themes. First is the modernists' "uniform and unifying desire to deny and destroy tradition . . . to disown the past in order to inaugurate the present". Abbs discusses two phases of modernism, the first from 1900 to 1940, the second from 1940 to 1980. He acknowledges the power and significance of the first phase, which threw a "demanding and dazzling light" on the world. The second phase, as he sees it, degenerated into an arrogant obsession with innovation for its own sake, and an insolent association of tradition with "aesthetic limitation and psychological repression".

His second theme is the mistaken view of progressive educators that children can somehow be educated in isolation from the social culture, as "natural" individuals. Modernist and progressive doctrines come together in an emphasis on free expression and spontaneity and a disregard for skills, standards and critical engagement with cultural traditions. The book's third theme is the need to reassert the necessity of "aesthetic experience" in its own right, and to combat the imposition on the arts of instrumental aims and objectives.

All arts educators should have a view of these issues, and the book offers a store of valuable information and analysis to fuel the debate. I have two worries. The first is that the book may unwittingly launch a new set of dichotomies. Historically, arts education has been dogged by the reduction of sophisticated distinctions to apparently intractable dichotomies: The difficult concept of culture seems particularly vulnerable.

The value of Abbs' own analysis for many teachers may be marred by his unrestrained and, in this book, unreasoned contempt for popular culture, with its "instant success, momentary fun, endless chop and the change" and "counterfeit symbols of mass culture . . . and spiritual exile". His contrasting concern to invoke "deep aesthetic response" through the arts also leads him to repudiate all attempts to relate the arts in any way to the vocational aims of schools, or their pupils. Other writers in the book are equally scathing in consequence about media studies and the like. This is likely to be counterproductive.

My other worry is that the book will not be read in full. The point of having chapters on the history of different disciplines is to inform different specialists about each other's work. The risk is that they will read only the part which relates to their own discipline and judge the issues and the book accordingly. If so, they will succumb again to the damaging near-sightedness which this important symposium specifically sets out to challenge in the arts and in education.

Dr Ken Robinson is director of the Arts in Schools Project.

Teachers or social workers?

David Dale questions the schools' response to child abuse

Child Abuse: The Educational Perspective. Edited by Peter Maher.
Basil Blackwell £19.50. 0 631 15071 4. £7.95. 0 631 15072 2.
Understanding Child Abuse: (2nd Edition). By David N Jones, John Pickett, Margaret Oates and Peter Barbor.
Macmillan Education £25.00. 0 333 42892 7. £7.95. 0 333 42893 5.

As the public inquiry under Mrs Justice Butler-Sloss unravels the recent extraordinary events in Cleveland, a perplexed public might surely be justified in treating the term "child abuse expert" with some scepticism. But if the status of "expert" is something of an exaggeration, there is, nevertheless, an increasing awareness and knowledge of the factors involved in child abuse. Given their vital role in the detection of abuse (a factor noted in inquiries going back at least as far as the 1974 Maria Colwell report) it is perhaps curious that, until now, no single book on the subject has been addressed specifically to teachers.

Peter Maher's *Child Abuse: The Educational Perspective* has satisfactorily rectified this state of affairs and, while one can take issue with one or two of the proposals contained within it, the book as a whole will undoubtedly prove a valuable resource for teachers needing to extend their understanding of the phenomenon.

After placing child abuse in its historical and cultural context, the opening section provides some quantitative assessment of its incidence and type based on the statistics of the NSPCC. The characteristics of the abused and their abusers are usefully documented. One fact of particular significance for teachers is that more than a third of cases are discovered in school. There follow chapters dealing with the family dynamics of abusing families and a discussion of the management of child abuse cases and inter-agency co-operation. For teachers as well as other professionals (witness Cleveland), this can be a sensitive issue. As the author of this essay, David Jones, points out, teachers' powerlessness, once they have referred a case, "can be a source of considerable anger, especially when the decisions of others seem inappropriate."

Of central importance (and probably of most value to teachers) are those essays dealing with the recognition of and response to child abuse. Here, Colin Stern's account of the detection of abuse, Rolene Szur's thoughtful presentation of the difficult, because less obviously recognizable, area of emotional abuse, and Helen Kenward's chapter on sexual abuse are all recommended. Kenward, in particular, provides an invaluable essay which, noting that teachers are the most likely adults in which the abused child will confide, provides practical and sensitive guidance on how best to respond to the child in this most difficult of situations. Quite rightly she points out that "there are no real experts in this field . . . . Colleagues do have resources and skills, they just have to develop them, to cease to be afraid and remember, above all, that children are involved".

That teachers have a crucial role to play in the detection of child abuse is one thing; that the education system as a whole should be transformed to take on a directly preventative role is more questionable. Teachers, after all, are not social workers and the notion, fashionable in some quarters, that schools should take on a quasi-social work function is, it seems to me, a doubtful one.

Two of the book's concluding essays advocate change along these lines. Richard Whitfield, in his chapter on strategies for prevention, argues that "parent-related education" should form a central core of the child's education. Its syllabus (not a word he approves of in this context) would include the "nature of parental bonds, choice of marriage partner, dealing with stressful life events, communication in courtship" and other related issues. His reason for advocating such a change is to be found in his claim that "All parents have a propensity to abuse the children in their care. Hence to assume that child abuse is inherently some sort of individual illness or abnormality requiring correction among a minority marginalizes both the symptoms and any corrective action." I would want to argue that, on the contrary, child abuse *is* an individual abnormality and that to understand it as a "structural and cultural" problem is to betray a profound mistrust of parenthood. Most parents, after all, do not abuse their children.

Peter Maher, too, in his chapter emphasizing the importance of the school as a mechanism of change, argues that even in apparently stable families it would be unwise to assume that children are being given good parenting models. "If this is the case, then the only other place where all children should be encouraged to learn the necessary insights into child development and the skills of parenting, is the school."

No such proposals are contained in the "extended, completely revised and updated" second edition of *Understanding Child Abuse*. Jones *et al* confine themselves to a brief discussion of the practical dilemmas facing teachers, their need to acquire knowledge of the symptoms of abuse and their role in a multi-disciplinary response.

Although of value to teachers and, indeed, to other professionals including health visitors and the police, the book best serves the professional needs of social workers. Thankfully free of jargon, it offers sensible and practical guidance on day-to-day work with abused children and includes descriptions of the different types of abusing parents, the investigation of allegations of abuse, the function of that sometimes reified phenomenon, the case conference, legal issues, working with abused children and their families, and much else besides. Oddly, in view of its currently high profile, sexual abuse receives only cursory attention.

David Dale is a social worker in Westminster.

Period piece

A Plan of Education. By Thomas Sheridan.
Swan Books, 16 Halesworth Road, Reydon Southwold, Suffolk £18.95 (plus £1.25 postage and packing)

Richard Brinsley Sheridan's father, Thomas, had had a chequered career as would-be playwright, actor and theatre manager before, like every confident exponent of his own opinions, gravitating to pedagogy, and feeling obliged to explain exactly how to correct the manifest evils of the late 18th century English education system (or as he would have it, want of system). The result was a stylish pamphlet presenting a "plan of education for the young nobility and gentry" most humbly addressed to King George the Third – "the Father of his People".

Professor Ronald Fletcher has disinterred this treatise – which has all the topicality which such period pieces always seem to have. He was so taken with it when he came upon it by chance in a Hertfordshire village, thrown out from a demolished building, that he has had a limited edition printed at his own expense.

The pamphlet is the usual mixture of the prosaic and the unexpected. Professor Fletcher sees it as foreshadowing reforms in public school practice which had to await the coming of Arnold and Butler. Perhaps in his introduction he overstates its significance, but it is easy to see why: that easy antiphonal 18th-century prose is enough to give the emptiest platitude a profundity of its own.

Sheridan's curriculum is liberal and practical, with the systematic and grammatical teaching of English taking precedence over Latin as the key. He insists that staffing ratios should not exceed 1:10 and abominates flogging: "Away with the rod – away with corporal punishment – away with servile fear". He stands for selection and selectivity – he would obviously reject the element of uniformity implicit in a national curriculum which prescribed the bulk of the available time.

One reason for his emphasis on selection can be deduced from his sociological interpretation of educational requirements. There would be six classes: the first for future "members of the legislature and such as have reasonable expectation of high office"; the second for future clergymen and "the profession of Physic"; the third for future lawyers; the fourth for "such as are destined for the military life"; the fifth for "civil employments or the mercantile profession" and the sixth and last for those of independent means. Not a comprehensive school man, our Mr Sheridan.

Stuart Maclure

Points of departure

Equal Opportunities, a Careers Guide. By Anna Alston with Ruth Miller as consultant editor.
Penguin Books £7.95.

Twenty-one years after its first appearance (when, before sex equality legislation, it was called "Careers for Chris"), this up-dated eighth edition under transferred editorship is still the careers guide by which most of the others are judged in content as well as format.

It is a reference book for the careers library as well as a point of departure for schoolchildren, students and job-seekers, whether they know what they want to do with their lives and only need to check out how to set about it, or whether they have unformulated yearnings to help people, work with children, sell, write, paint, or just earn money regularly. Some 100 areas of work are described. They can lead to more than 300 different kinds of professional and technical jobs.

Nowadays, schoolboys as well as girls consult the guide to decide on courses and qualifications. Better if they do this before they, make final career decisions.

Of course, those for whom this book is intended (with at least four O levels, ie GCSE grades, A, B and C) are the very ones whose job prospects are good, and getting better. But even they will need guidelines and information about the fast-changing world of work if their talents are to be fully developed.

Ruth Elliott



A Holstein Girl, painted in 1766 by Jens Juel. From The Triumph of Light and Nature – Nordic Art 1740-1940 by Nell Kent (Thames and Hudson, £20)

Waking dreams

The First Death of Venice, by Martin Stokes (Bloodaxe £4.95). A confident, substantial and wide-ranging collection, generally unsentimental and non-lyrical, with an air of exhilaration in the indulgence of impressive formal gifts. Appropriately for a poet, Stokes is drunk on words, a stylist and an experimenter. He is definitely one to watch.

Collected Poems, by Tomas Tranströmer, translated by Robin Fulton (Bloodaxe £6.95). Sweden's leading poet, a psychologist, discusses dream, memory, place, transcendent values: "Without really knowing, we divine; our life has a sister ship . . ." ("The Blue House"). This rewarding book has an introduction but lacks notes. Fulton's versions are smoother but occasionally odder (e.g. "wind flowers" for "anemones") than John F Deane's.

Slow Chrysanthemums, translated by Kim Jong-gil (Anvil £9.95 hb, £4.95 pb). Educated Koreans took 500 years to accept their own phonetic alphabet: Chinese, being more difficult, was preferable. These 100 terse, elegant poems, with ideograms below, hint at a literature from the ninth century to 1910, indistinguishable at first glance from the native Chinese we know through Arthur Waley.

The Sign of the Water Bearer, by Heather Buck (Anvil £4.95). A thinnish (44-page) second volume using the occasional – holiday visits, paintings, addresses to poets, and to Jung – to shadow the mystical. Buck's rhythmical, formal verses are not quite free of archaism and mechanical metaphors. By frequently omitting verbs she delays understanding but enhances the meditative atmosphere she evokes well..

Robert Johnstone

Celebrating the commonplace

The Haw Lantern. By Seamus Heaney. Faber £7.95. 0 571 14780 1. £3.95. 0 571 14781 X.

At the heart, literally and metaphorically, of Seamus Heaney's new collection lies "Clearances", a moving sonnet sequence in memory of his mother's death in 1984. It seeks to set in perspective that chapter in his life which her death ended, while clarifying and re-affirming, for himself and us, how his peasant-farming upbringing would always remain an inalienable part of the university-educated poet of today who knew, at the moment of her death:

> The space we stood around had been emptied
> Into us to keep.

These sonnets by this most Wordsworthian of poets celebrate those cherished "spots of time", the commonplace intimacies of his earlier home-life: peeling the potatoes with his mother, folding the sheets, or sharing the Holy Week services – all "high-points of our *Sons and Lovers* phase". Her enduring influence is seen in his plea that she, who once taught him how to split the biggest coal block, should "Teach me now to listen./ To strike it rich behind the linear black" of his writings. This concern with his craft recurs several times, notably in "The Stone Grinder" (by analogy) and in that fine poem, "From the Frontier of Writing".

The poem most clearly related to "Clearances", however, is the splendid opening one, "Alphabets", tracing his intellectual development from pre-school days, then the alphabet, "copying out", English, till, via Latin, Gaelic, the study of Shakespeare, and modern poetry, he feels equipped to view the universe as a whole,

> . . . as from his small window
> The astronaut sees all he has sprung from.

Yet he returns to his childhood of "Clearances" at the end:

> Or like my own wide pre-reflective stare
> All agog at the plasterer on his ladder
> Skimming our gable and writing our name there
> With his trowel point, letter by strange letter.

Regretfully passing over the title poem, the powerful "Hailstones", and the pathos of the elegy for Lost Rachel, I have space only for a brief comment on Heaney's first few excursions into allegory as a vehicle for his social, moral, and political preoccupations. I certainly enjoyed "From the Republic of Conscience", but my first impressions are that, for a poet whose rhythms are habitually those of common speech and whose images are concrete and specific, the personified abstractions of allegory are unlikely to prove a congenial medium. But I could be wrong.

To sum up, then. If this is not one of Heaney's great books like *North* or *Station Island*, it is, nevertheless, a very interesting one that no student of his poetic evolution can afford to miss.

Hermann Peschmann

The Haw Lantern *has won the poetry section of the Whitbread Book of the Year Award.*

lingo

Clichés

It is a commonplace that clichés should be avoided by careful writers, but there's no denying the shock value of an artfully altered cliché, or a crafty misquoted quotation. The speaker at the Labour Party Conference who rephrased Marx for our times: "to each according to his greed" made the point more tellingly than paragraphs of passionate pleading could have done.

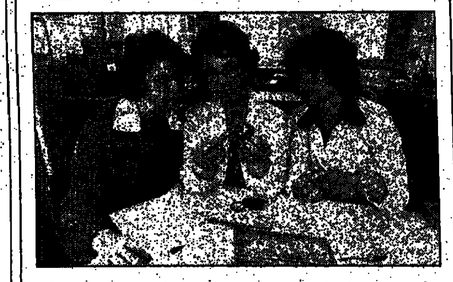
Some "turned-round" clichés have themselves become clichés. "To snatch defeat from the jaws of victory", quite striking when first used, was done to death by commentators on Labour party in-fighting and the miners' dispute. Philip Hope-Wallace, who coined the phrase to describe himself, is now only one of many who have apparently become "legends in their own lunchtimes". "Virtuous circles" are now almost as common as vicious ones – this use of opposites is, of course, a frequent route by which new expressions enter the language (for example, "kiss of life/death").

But, as with "lifetime/lunchtime", the swap does not have to be between direct opposites, as long as there is enough of a contrast to raise a laugh or make you think. Rhyming helps, too (need/greed); a recent example was John Cole's much-copied broadcast comment on our Education Secretary's behaviour at the Tory Party conference: "I have seen the facts and it smirks". The best examples combine contrast and rhyme – "nothing recedes like success" must have echoed hollowly in many stockbrokers' ears recently, while here in East Anglia, after the hurricane, all-electric households reflected ruefully: "power cuts, but absolute power cuts absolutely!"

Sue Lloyd

THE TIMES

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THE TIMES

A lion among paper tigers 25p

CHILDREN'S LITERATURE

The Monday Sheepdog. By Ivy Baker. Angus & Robertson £5.95. 0 207 15503 8.
Moon-Dark. By Patricia Wrightson. Hutchinson £6.50. 0 09 172 559 3.
The Call of the Raven. By Glyn Frewer. Lutterworth Press £7.95. 0 7188 2669 8.

"Born a dog; died a gentleman." This one grave-stone epitaph among many appreciative human tributes to pets paid at various times during the past. Such enthusiasm for animals is no longer as widely reflected in adult novels as was the case in the days of Kipling and Jack London, but it still finds a valid place in children's books.

In *The Monday Sheepdog*, for example, the Australian writer, Ivy Baker, movingly describes a young boy's feelings for a dog he first rescues then comes to love. All this occurs while he is facing the heavy challenge of his parents' departure from the family farm following an accident. Ben is left in sole charge of a herd of cattle dominated by two aggressive, feuding cows named Bossy and Star. How he copes has all the ingredients of a genuine adventure story, but one set in every-day reality. Ben is alone not on a desert island, but in the remote Australian outback, threatened not by stage villains, but by out of control heifers plus a lorry-driving petty crook.

Into this convincingly described scenario bounds Charcoal, a sheepdog whom Ben saves from illegal transport and certain death. Determining to keep him, Ben is rewarded by the dog's skill and devotion in a couple of tight spots. Unfortunately the asking price for an animal of such quality is too high for his parents' pocket, and Charcoal is returned to his rightful owners. The improbably happy ending after this is the only flaw in an excellent story that makes cattle farming seem constantly challenging rather than quietly pastoral.

Another Australian writer, Patricia Wrightson, tries her hand at a more ambitious animal parable in *Moon-Dark*, but with less success. Once again the hero is a dog, this time a "Blue Heeler", originally bred from wild dingo. He too lives with his master in a lonely stretch of Australia whose peace is disturbed by an invasion of flying-foxes. When these gobble up the food supply normally shared out equably between the usual animal residents, everything goes hay-wire with fights among once co-existing groups and growing irritation for the human inhabitants disturbed by all this sudden activity.

So far so good; making ecological concepts come alive through fiction is an interesting and useful thing for any author to do, particularly one as skilled as Mrs Wrightson. But she also adds to all this the sentimental character of Keeting, an aboriginal projection of the Man in the Moon, portrayed here as a sort of Pan figure advising his animal followers while accepting their homage. The earthy *Crocodile Dundee*-type dialogue shared by all non-human characters seems an odd choice in a book aiming at describing some of the realities of present-day wildlife. Readers may also have problems visualizing the various planigales, goannas, bandicoots, sugar-gliders and echidnas cropping up as characters in a narrative that is often hard to follow, although as always with an author, there are some effective moments.

Glyn Frewer's *The Call of the Raven* has no such limitations. Written in a plain, readable style it describes the relationship between an adolescent Welsh boy and a fledgling raven he treats for a broken leg. Once recovered, the raven flies off and thereafter the story is told from two opposing views: animal and human. The raven's life is described mainly in terms of finding food, shelter and finally a mate; the boy has different problems but in essence shares a similar journey into adulthood. Binding them together is their early friendship, never quite ruptured, and a common bearing on going back to a bloody battle long ago in their valley, where native forces were once defeated by invading human armies. This merging of past history with today's reality is very well done; observation of wildlife is meticulous, helped by sensitive drawings by George Woodford. The net result should stir up readers' curiosity about the history, topography and nature described here, while maintaining interest in a good story well worth anyone's time and attention.

Nicholas Tucker



The Owl and the Pussy-Cat, from The Nonsense Verse of Edward Lear illustrated by John Vernon Lord. Released in paperback by Methuen (£5.95)

Four skills for success

Michael J Smith on GCSE German



Deutsch Jetzt! Book 1. By Rosi McNab. Heinemann Educational £3.95. 0 435 38538 0.
Schwarz Rot Gold. By Paul Webster. Cambridge University Press. Course book £4.95. 0 521 27883 X.
Schwarz Rot Gold – The German Handbook. Cambridge University Press £3.50. 0 521 27882 1.
Spitze. By Isobel Drummond. Longman Students' Book £4.50. 0 582 33206 0. Cassette £9.95. 0 582 33207 9.

In shopping around for suitable language courses, there are certain characteristics which are now *de rigueur*. First, one expects to find a prominent reference in the publisher's blurb to the product's relevance to GCSE. Then, if this is to prove more than an empty and merely opportunistic claim, one anticipates a topic-based methodology, fully in line with the new examination's communicative approach. Further, any self-respecting contemporary language course will also emphasize and provide for the four language skills of listening, reading, speaking and writing. The books currently under review meet all these criteria, but there the similarity ends.

Deutsch Jetzt! is to be a four-stage *ab initio* course aimed at a wide range of ability. The topic approach is consistent with the interests of young beginners: oneself, family, home, hobbies, food, town and shops. The book's attractive and varied format, well illustrated with both drawings and photographs, will aid motivation. There is a modest four-page grammar summary, quite sufficient for this stage, a German-English vocabulary and three short tests placed at intervals through the book. Other course components are a teacher's resource pack, including workbook copymasters, a pupil's workbook and cassettes.

Both *Schwarz Rot Gold* and *Spitze* are aimed at the two years leading up to GCSE, and the more sophisticated topics, common to both books, reflect this: holidays, travel, cooking, health, clothes, communications and (perhaps surprisingly) road accidents and crime. *Schwarz Rot Gold* is a two-year course which aims to "pick up" from any introductory material. (With the current preponderance of French, one cannot help wondering how many schools are left where German is taught over three or more years below the sixth form.) All 20 themes practise all four skills, although I did not see the three cassettes essential for the scripted and unscripted listening comprehension. The attractive course book, with its instructions and its' no-nonsense approach, ends with a German-English topic vocabulary. A teacher's edition of the book contains, in addition to the pupil's material, teaching notes and a transcript of the tapes.

For grammar reference one is guided to *The German Handbook*, a useful volume in its own right but written and published as a companion to *Schwarz Rot Gold*, which contains cross-references to the *Handbook*. This revision guide, containing all the grammar needed for GCSE purposes, is divided into sections based on the various parts of speech (look out for the definite and indefinite articles now called "markers"), the cases, questions, word-order and punctuation.

Spitze is not a course, but provides useful practice material for the skills required for GCSE. The 32 topic-based units are arranged roughly in order of difficulty, but the standard is varied within each unit to accommodate different levels of ability. The clearly recorded tape (for which a separate transcript is available) is just what is required for German listening practice. If the voices sound familiar, it is good to know that writers and publishers are still providing work for these German nationals whom we have met on other educational tapes! Modern languages departments seeking new courses and supplementary material should take a closer look at these titles.



A magazine preview of *Dallas* reproduced in Peter Lupson's Echt Deutsch. This collection of newspaper articles, advertisements, menus, etc, is specifically designed for GCSE but would be useful in any context where authentic reading material is required (Stanley Thornes £4.25).

Voices

German Poetry: An Anthology from Klopstock to Enzensberger. Edited by Professor Martin Swales. Cambridge University Press £25. 0 521 32116 6. £7.50. 0 521 31264 7.

The poetic voice is necessarily a passionate and precise one. Through the artistry of his thought the poet provides a view of history which cannot be represented in textbooks. In this anthology, the work of 17 poets traces the development of German lyric poetry since the mid-18th century. Goethe, Schiller, Novalis, Heine, Rilke, Trakl and Brecht are included, as well as others who have most memorably and prolifically represented the style of their period.

In his introduction, Martin Swales engenders great enthusiasm for the lyric poem by encouraging the reader not only to study individual styles but also to compare and contrast them and thus develop a complete understanding of the genre and the society of the time. Full notes on the poets as well as brief interpretative notes on individual poems make this very possible.

Eleanor Caldwell

Hans Fallada's **Kleiner Mann – was nun?** is the latest addition to Methuen's successful Twentieth Century Texts series. Set in the Weimar Republic, it tells the story of a young man's struggles to cope with unemployment in the depression of the early Thirties. In this first English edition for a German study, Roy Reardon's introduction and notes clarify the contemporary political and economic background (£6.95).

Further reviews in this week's Modern Languages Extra, pages 41–52

'Sturm und Drang' to Realism

Critical Guides to German Texts: Goethe: Faust 1. By Michael Beddow. £3.30. 0 7293 0261
Stifter: Bunte Steine. By Eve Mason. £3.30. 0 7293 0246 6
Fontane: Effi Briest. By Stanley Radcliffe. £3.30. 0 7293 0260 1
Grant and Cutler

Here are three more volumes in the Grant and Cutler series which started so promisingly two years ago. These follow in the same sensible tradition: level-headed criticism (politely but firmly knocking down the wilder flights of fancy of way-out critics), each showing the enthusiasm of the authors for their subject. This is important for there are desperate days ahead for traditional *Germanistik* and if guides like these can encourage sixth-form teachers to reread texts they may have thought old-fashioned when at university, there may be some hope that they will continue to teach some literature.

Professor Beddow has the most difficult task, for as he remarks, "any study of *Faust I*'must be too short for its subject matter", and an added problem is that all of us who teach this remarkable and rewarding of texts would approach it differently. For my part, the stress would have to have been on the lyrical quality, the treatment of love (Goethe the supreme master in both areas) and Faust as "Sturm und Drang" Man, cousin to Werther and in the very mould of the poems *Prometheus* and *Ganymed*. That being said, Professor Beddow gives an excellent introduction and a thorough commentary (some of which is clearly supererogatory, if we have, as he suggests, already read the commentaries by Trunz and by Friedrich and Schelthauer).

But there is much here I shall be requiring my own students to read; notably the section in which he deals with the most often misunderstood and inappropriately quoted lines in German literature, "Zwei Seelen wohnen, ach! in meiner Brust . . ." (46f) and his section on *Studierzimmer I*: when Mephistopheles and Faust agree the terms of their wager (51–59). Important too are his comments on Faust's reply to the "Gretchenfrage", where he disagrees with Trunz.



Goethe (1775). Copy by Johann Ehrenfried Schumann of a portrait by Georg Melchior Kraus

Moving from *Faust* to Stifter's *Bunte Steine* we enter a calmer world, or so it would seem until we look beneath the surface. Dr Mason holds no brief with those who try to overemphasize Stifter's concept of "das sanfte Gesetz", commenting on "the vacuity of some of the more rhetorical passages" and it is worth remembering that in 1847, Stifter was refused permission by the Biedermeier censor to give a series of "aesthetische Vorlesungen für Damen", not because of any political content but because his ideas were so hopelessly confused. There is no time spent discussing the genre (Novelle) here nor the period (Biedermeier) of which Stifter is usually held to be representative, but we are taken clearly and steadily through the "Vorrede" and the stories. Dr Mason analyses their strengths and weaknesses and relates them to Stifter's own feelings for his age and his civilization, which he felt was under threat, as did his contemporary Grillparzer, whose story *Der arme Spielmann* has affinities with Stifter's *Kalkstein*, which most of us might have felt the need to assess (Dr Mason resists the temptation; but those who read her perceptive comments on Stifter's use of the narrator in that story will see what I am driving at).

A reading of this valuable little guide will surely encourage us to turn again to these complex but seemingly unpretentious tales and to agree with the comment, "if he is at any point a permanent classic, it is, when, in Samuel Johnson's phrase, his wonderful prose awakens those ideas which lie slumbering in the heart of man".

With *Effi Briest* the German novel comes of age and enters the European tradition. It is a work of endless fascination, popular with students and pupils alike, and one wishes that Dr Radcliffe had had more than 79 pages at his disposal. In common with other guides in this series, he takes account of critical writing on the book, but also manages to contribute a good deal of his own. His remarks on the ballad tradition and its influence on this work (Fontane was a notable writer of ballads in his earlier days) are a refreshing stimulus, while his sections on society and the form and style of the novel will help point students in the right direction.

Very valuable and of great interest are the sections on "Marietta Trippeli and the Limits of Independence" and that on "The *Spuk*", which will help throw some light on the ambiguity of the ghostly figure of the Chinaman which plays such an ambiguous part in the story. Fontane's strong points are covered by solid sections on a "Sense of Place" and "Conversational Variations" (one will enjoy the dinner party at Oberförster Ring's even more), but it is in the final section where Dr Radcliffe examines the critical reception and assessment of the novel that we come to the key question of Fontane's place within the tradition of the European novel. Here we must agree with Dr Radcliffe, despite P J Stern's eloquent pleading in *Reinterpretations*, that *Effi Briest* ought not to be compared with *Madame Bovary* and *Anna Karenina*. There is a lack of passion in Fontane which places his work in a different category (not necessarily a lower one) and Dr Radcliffe ends with Thomas Mann's tribute to Fontane in 1910 as the father of the modern German novel. He could have quoted what Mann has to say about passion and the Germans in *Der Zauberberg*, or better perhaps, Hans Castorp's realization of the importance of love, for as Effi remarks of Instetten (and possibly of the whole Wilhelmine ethos), "Denn er hatte viel Gutes in seiner Natur und war so edel, wie jemand sein kann, der ohne rechte Liebe ist."

John Warren

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Private and public

British Higher Education. Edited by Tony Becher
Allen and Unwin £25. 0 04 370170 1.

To collect together 10 essays on British higher education just before the appearance of a White Paper proposing radical reform of the system and to publish them afterwards looks like very bad luck. The remarkable thing about Professor Tony Becher's book is that, despite this accident of timing, its value is not substantially diminished. It has not fallen victim to the instant redundancy that might have been expected to be its unhappy fate.

Two explanations of its surviving relevance are possible. The first, of course, is that Professor Becher and his fellow contributors have demonstrated great foresight. The second is that the proposals in the White Paper *Higher Education: Meeting the Challenge* are less radical than they appear. Both are true. It is difficult to read Stuart Maclure's excellent survey of the political context in which higher education has to operate without feeling that the replacement of the old arm's length University Grants Committee by a more dependent Universities Funding Council and the final nationalization of the polytechnics and colleges under the aegis of a parallel funding council were inexorable, and therefore unsurprising, developments.

The next two chapters, John Farrant on the universities and Nigel Nixon on the polytechnics and colleges, describe in convincing detail the drift towards central control – a phrase, indeed, that is included prophetically perhaps in both their titles. But neither offers a critique of centralization. It is accepted, or begrudged, as a fact of institutional life in British higher education in the late 1980s. Only Stuart Maclure puts forward the intriguing argument that what he calls "more and more fussy, bureaucratic intervention" may be a substitute for an effective national strategy for higher education rather than an expression of it.

It is perhaps a measure of how policy-heavy British higher education has become that the bulk of this book is taken up with a discussion of politics, planning, finance and administration – despite the fact that its editor is Professor Becher, all of whose inclinations and expertise lead him to conclude that what matters most is the "private life" of higher education, its intellectual habits, professional loyalties and their expression through teaching and research. But at least a serious attempt is made to discuss what Professor Becher calls "the substance of higher education" in the final three chapters of the book. Becher himself writes on staffing and academic structure; Geoffrey Squires on the curriculum; and Eric Hewton on teaching, learning and assessment.

These chapters are unsatisfactory – in the positive sense that the reader is left wanting a much deeper and more sophisticated discussion of the inner life of higher education. With the earlier chapters it may be the other way round. They are almost too satisfactory – in the double sense that a highly developed policy discourse is already available in higher education and that subjects like the Jarratt report on university efficiency and the development of the National Advisory Body have received perhaps excessive attention.

But the most urgent need and, it seems, the most difficult task is to relate these two levels of the debate about the future of higher education, its private life and its public face. The failure to do so may explain why the Government's strategy is a mixture of vapid rhetoric and fussy bureaucratic intervention. It simply lacks the intellectual means to penetrate to the really important arenas in which knowledge is generated and transmitted, ideas argued over, skills learnt. In a strange sense policy makers, despite their overwhelming power, remain on the margin of higher education. This perhaps is the central issue opened up by Professor Becher's extremely valuable book, an issue that will retain its relevance as White Papers come and go.

Peter Scott

Peter Scott is editor of the Times Higher Education Supplement.

Dark matters

The Omega Point. By John Gribbin
Heinemann £12.95 0434 30591.

Recent decades have been a time of great ferment and excitement in fundamental science. Theories ranging from the ultimate structure of matter to the large-scale structure of the universe have been proposed and tested. Sometimes they have met an abrupt end as evidence has shown their suppositions unfounded; sometimes they have been left in a limbo where evidence is neither sufficient to confirm nor to disprove what has been proposed; but in some cases their predictions have been confirmed, leaving their proposers exultant in the knowledge they have understood something new about the nature of the universe.

At any moment scientists have in front of them a whole range of theories to test and improve. The debate is intense: it is not always apparent which ideas are fundamental breakthroughs, and which are intriguing sideshows or simply wrong.

The general public has been largely excluded from this excitement because a full understanding of what has been happening demands a considerable knowledge of mathematics and physics. Thus well-written books which attempt to describe to those outside this area the methods used, the questions asked, and the answers obtained, are very welcome. John Gribbin's new book is in this category. Subtitled "The search for the missing mass and the ultimate fate of the universe", it explains many of the questions presently confronting cosmologists, and some tentative answers that have been proposed.

It now seems that many features of the present-day universe may be determined by the way fundamental physics processes transform and transmute fractions of a second after the "Big Bang" at its origin. In particular these processes determine how much matter exists today.

The central issue considered in the book is the possibility that the universe may be dominated by "dark matter": all the stars and galaxies we see may be but a tiny fraction of the matter present, the major part being unobserved and its presence only detected indirectly with great difficulty. Gribbin discusses the reasons scientists believe most of the matter in the universe may be hidden from us, the direct and indirect ways we can try to detect the different possible forms of such matter (cold dark matter; hot dark matter; neutrinos; quark nuggets; and so on), and the implications if it is indeed there (for example, only if most of the matter present is unobserved will the universe recollapse to a fiery end in the distant future).

Many intriguing inter-connections are explored and explained, for example that the presence of dark matter is indicated by some theories of the "arrow of time", as well as some theories of the creation of the universe *ex nihilo*, and that Weakly Interacting Massive Particles ("WIMPS") may not only contribute significantly to the density of the universe but also solve the outstanding problem of why we have not yet detected neutrinos from the sun. Some of the ideas put forward may well turn out to be ephemeral; 10 years from now the view may look quite different. But as emphasized above, that is the nature of science; the book contains an interesting and well-written view of the present state of understanding of a fascinating topic.

George Ellis

George Ellis is a visiting SERC Research Fellow, Mathematics at Queen Mary College, London.



Diwali celebrations for Silver Jubilee, with Rani Singh as 'Mrs Hanuman'

Post-colonial focus

Uma Ram Nath on the Commonwealth Institute's first 25 years

There was a great deal of activity at the Commonwealth Institute in London last week. On November 6, the Queen "rededicated" the Institute of its 25th birthday and an appeal for £5 million was launched for expansion and redevelopment. The British Airways Commonwealth Poetry Prize was awarded to Australian Philip Salom (selected from regional winners) for his *Sky Poems*; at the same time *Under Another Sky*, A Commonwealth Poetry Prize Anthology, edited by Alastair Niven, was published by Carcanet Press. Salom read a poem at the award ceremony: ironically he chose one with Gallipoli as its theme.

A comment by regional winner, Indian poet Keki Daruwalla, who (along with Chinua Achebe, Fred D'Aguiar, Gavin Ewart and other poets) was speaking at the conference on Commonwealth poetry, highlighted the peculiar situation of the Commonwealth today. "You don't box, sow or reap in English", said Daruwalla. The Institute similarly has had to move away from being a window on the old Empire, black and white. But it needs to go much further.

The Institute's interest in the arts has always kept people in Britain in touch with creative developments in the Commonwealth. Over the years it has organized exhibitions from fire-flung lands. But this is often weekly, to coin a phrase. The immediacy of the message must lie in saying that Britons now live in a post-colonial world and that British society today is made of many cultures. It must needs also be a political message which, quite often, has not been too evident. There has been a major policy review of the Institute's activities and Bev Woodroffe, chief education officer, sees the Institute re-organizing and streamlining its resources to reach a wider audience. Perhaps the content of the message will change too.

One of the ways in which the Institute projects the Commonwealth is by focusing on particular regions. In 1984 the *Africa, Africa*, festival brought a range of cultural and educational activities. At the Writers' Conference there was a spirited debate about the validity of writing in English and whether African writers should write only in their own languages. The writers' conferences and seminars have always proved fruitful for teachers, particularly those interested in creating a presence for black literature in the syllabus. There is always a spin-off when a Commonwealth writer hits the literary headlines, as with Salman Rushdie and Kerri Hulme. But every opportunity must be seized.

While it was the "Caribbean Focus" in 1986, a "Pacific Way" focus (a region currently in the British public eye because of Fiji) is planned from June to October 1988. The Institute feels that these islands (including Australia, Fiji, Kiribati, Papua New Guinea, Tonga and Vanuatu) will take on an increasingly important ecological and important role in the area.

Plans for the season include a theatre-in-education project, a writers' conference, an exhibition of Pacific craft and a music festival. It opens with a thematic exhibition examining Australian art and history. There will be teaching resources to accompany the events.

The general impression has been that the Commonwealth Institute is a place for primary schools to visit. Certainly its individual country exhibitions are extremely popular, housing as they do scenes from everyday life. However, the Institute is looking much further afield, says Mr Woodroffe. They hope to pay more attention to young adults, as in the GCSE courses, and to higher education. "Cross-curricular studies offer great potential. The subjects that spring naturally to mind are arts and literature, but we hope to develop support in geography, sociology and social studies."

The outreach has been mainly in the form "Focus Weeks", information on which is sent to teachers' centres and schools. These weeks have teachers (from Commonwealth countries themselves) working in schools using materials provided by the Institute – textiles, toys, musical instruments – to teach about life in their own countries. While the Institute already works with l.e.a.s, it is seeking to expand collaboration with education authorities and teacher-training centres to develop in-service training programmes, curricula and classroom resources.

Teaching materials support comes from the publications service that produces Commonwealth fact sheets, teaching packs and booklets on Commonwealth topics. The emphasis is now on resource materials: two new guides – *Tridid in the Classroom* and *Canada in the Classroom* – are to be followed by a similar one on the Caribbean.

Putting the new policy decisions into effect has meant a major re-organization of the educational resource centre. It is now working towards grouping its materials in packages. This envisages video, film and print being put together instead of teachers needing to select elements individually. "If our shelves are empty, we'll be delighted," says Bev Woodroffe.

Further information from: The Education Department Commonwealth Institute, Kensington High Street, London W8 6NQ Tel: 01-603 4535

Elite and popular

Cinema, Literature and Society. By Peter Miles and Malcolm Smith. Croom Helm £25. 0 7099 3363 0.

National myths are meat and drink to cultural historians, and two of the most succulent on the British menu are surely *The Locust Years* and *The People's War*. Like bookends they prop up the start and finish of the Thirties, and the space between them is the principal subject of Peter Miles and Malcolm Smith's *Cinema, Literature and Society*, the latest edition to Croom Helm's admirable series, Studies in Film, Television and the Media.

A brisk no-nonsense introduction defines the terms under which we are to be conducted through the debate about élite and popular culture in respect of cinema and literature in the inter-war years. If it is something of a whirlwind package tour, rapidly touching base with Raymond Williams, Richard Hoggart, Structuralism, Althusser and Gramsci, it is at least plain speaking, finally settling upon Gramsci's adumbration of hegemony as the most pertinent method of investigating the culture of the Devil's Decade.

The revisionist historians, particularly Cook and Stevenson, are firmly put in their place. There is no gainsaying the fact that mass unemployment and life on the dole added gall to the sum of human misery for the British working class. The point at issue is how the working out of a new hegemony prevented social unrest of the kind that was commonplace in Germany and the United States.

Writers played their part in renegotiating the power of élite culture; Orwell and Huxley in particular. Miles and Smith implicitly make the case for a reassessment of Huxley's achievement as he casts a teasing eye over the eruption of mass culture; while Orwell's hopes of becoming a paid-up member of the proletariat are viewed as self-defeating; the siren call of ancient myths, the other Eden that was England before 1914 and the nation as a happy family were irresistible. As for the apostles of high culture – Eliot and the Leavises – routine appeals to the great tradition and individual literary talent could not obscure the fact that popular culture was here to stay.

It is clear that literature, particularly hopes for the much discussed but rarely published working-class novel which is considered at length in three of the most perceptive chapters of this book, played a subsidiary role in the new cultural accommodation. Here the cinema came into its own. Miles and Smith have little to say that is radically about the British and American cinema in the period. We are still waiting for a proper account of the crucial relationship between audiences and the movies they watched in the period that dolves below the number of seats sold in a given year. Regional as well as national patterns of distribution and exhibition ought to be the starting point for such an investigation.

However, the most intriguing formulation of this book concerns the achievement of John Grierson's documentary movement in preparing the ground for the national consensus of the Forties, Fifties and Sixties and sowing the creative strategies which would spring up as new styles for popular television once the people's war was won. Cosensus, already the object of much displaced nostalgia, is the newest national myth ripe for picking and British television is currently hard at work embroidering its meaning for fear of forfeiting a hold on British culture, preparing the ground, if you will, for a new hegemony.

Christopher Cook

Jan Mark has won the Angel Literary Award with her first full-length novel for adults, **Zeno was Here** (Cape). The book is a complex love story exploring the relationships between three characters: a teacher, novelist and poet. The award of £1,000 was introduced six years ago to encourage writers living in East Anglia. Jan Mark, who now lives in Oxfordshire, was living in Norfolk when she wrote the book.



Left: Paulina Mlynarska in Andrej Wajda's 'The Chronicle of Love Affairs'; above: Jerzy Domaradzki's 'The Great Race'

Sound or silents

Robin Buss on this year's London Film Festival

The 31st London Film Festival began on Wednesday in an unusual atmosphere of controversy. Before they decided not, after all, to open the festival with A Prayer for the Dying, the organizers had been criticized for including this film about an IRA gunman and, in any case, the version being shown has been repudiated by its director. There is also a long-running and unpleasant dispute over the replacement of Derek Malcolm, temporarily appointed to direct the last three festivals, by Sheila Whitaker, head of programming at the National Film Theatre, whose job traditionally carries responsibility for the LFF.

Rows may be common enough in Cannes, but this is a friendly, non-competitive event, bringing Londoners the opportunity to preview the latest British films and to sample the pick of other festivals. In the past few years it has spread over the capital from its home in the National Film Theatre to other venues on the South Bank, to Leicester Square and the ICA. It has well-established highlights, like the annual Thames Silent: this year a performance of Ben Hur with Carl Davis's score performed by the London Philharmonic (London Palladium, November 26, 27, 28). There is always a mixture of mainstream, exotic, experimental and extraordinary, and while the overworked festival staff may occasionally look as if they hated the whole thing, everyone else has a great time.

This is not to say that there is nothing to criticize in the LFF. It is a relief to see that the number of films has fallen this year to below 150. The number is still daunting and the eclectic nature of the event means that it has nothing definite to say except: "enjoy!". Or, rather, it says different things to different people: about the state of British cinema, what's happening in Taiwan or Africa or East Europe, or the latest angle on the American thriller (see Manhunter at the Warner West End on November 26 and RoboCop at the Odeon Leicester Square on November 29). As a result, the four programmes at the London Film Makers Co-op in Gloucester Avenue (November 15, 22, 28, 29) remain in every sense marginal. The commitment to experimental work is, at most, timid.

Even BFI members sometimes have difficulty in getting tickets for popular screenings. The moral is, simply, to go for the films that are less in demand. The big names will find distributors, so you can see those when they are released. The others offer the excitement of discovery and, with tickets at £3.95, even the odd disappointment comes relatively cheap.

Take Brighness (NFT1, November 20), by the Malian Souleymane Cissé. Visually quite stunning, it tells the story of a journey and a pursuit against a background of tribal magic and rivalry. It is unlike anything else in the festival and one of a group of African films which also includes two from Burkina Faso (Sarroumia." NFT1, November 14 and The Choice, ICA, November 22) and the Zaire-Belgian co-production Life is Rosy (ICA, November 20). There is also a strong Asian contingent: Sometime, Somewhere (NFT2, November 21) by the Indian director G Aravindan, the Chinese film The Last Day of Winter (Lumière Cinema, November 21) and This Love of Mine (ICA, November 25), a drama about the break-up of a marriage made by the Taiwanese director Chang Yi and his wife, the writer Hsiao Sa. While the film was being made, Hsiao Sa discovered that her husband was having an affair with the leading actress, which adds irony to the film's sympathetic portrayal of the betrayed wife.

The Soviet and East European contribution includes previously banned films, among them Repentance which closes the festival (NFT1, November 29) and the Polish film The Great Race (NFT2, November 23) where an unworthy representative of Communist youth shows up the cynical manipulation of an officially sponsored "Peace Run". Márta Mészarós's Diary for My Loves (Lumière, November 15) is the second part of an autobiographical triology. It ends with the heroine in Moscow hearing the news of the 1956 uprising.

Federico Fellini is due to give a Guardian Lecture on November 18 (NFT1) after the showing of Intervista, and many less-known directors will be appearing to discuss their work. The NFT, its new foyer repulsively done up to resemble a Thirties ice-cream parlour, has for the past few months been a building site for the Museum of the Moving Image, due to open next year. The festival ambiance is short on glamour. But there is an air of purposeful expectancy among the crowds waiting in the foyer or the bar; and, when the lights go down in NFT1, you may rediscover a childish excitement at knowing that you are about to be entertained, moved, amused, delighted or informed.

The LFF, is, in fact, many festivals: that is its strength and weakness. It celebrates British cinema: some 40 films, including Richard Attenborough's Cry Freedom (November 23, with a special schools screening for sixth-formers in the afternoon). It gives experimental film-makers an opportunity to reach a wider audience: the emphasis this year is on video. It is American blockbusters, Thames Silent, Battleship Potemkin (Queen Elizabeth Hall, November 21, with the Brabant Orchestra), the latest Wajda (QEH, November 14), Rohmer (NFT1, November 24), Godards (three of them in NFT1, November 28), Ichikawa (NFT1, November 14) and the last John Huston (NFT1, November 14). In short, make of it whatever you want.

Just so

Rudyard Kipling
British Museum until February 14.

Rudyard Kipling once wrote that his headmaster had discovered that he was "irretrievably committed to the ink-pot". This passion is reflected in many aspects of his work: his addiction to India, the support of the Empire, his capacity to portray the "ordinary" person and the misogyny evident in this anti-suffragette stance (the female of the species is more deadly than the male).

A small exhibition put together by the British Library shows how India provided early inspiration for fiction and poetry, but also the extent of his travels to the USA (where he settled for a time) and other countries. The vividness of his writing in *Plain Tales from the Hills* (1888), said H G Wells, "opened windows like shutters to reveal the dusty sun-glare and blazing colours of the East". *Barrack-Room Ballads* (1893) caught the preoccupations of the "Tommy" or soldier in India. Kipling was a gifted and sympathetic painter of life in the street, both English and Indian.

It is this realism combined with narrative charm that makes the *Jungle Books* such fascinating reading. A tremendous story teller, the characters of Mowgli, Shere Khan, Bagheera and Baloo, have moved beyond the Indian jungle to the perennial world of children's fiction. Then came a break with Mowgli in 1895. Kipling turned to the West, to seafaring and adventure themes, to engines and machinery. In *Stalky and Co*, (1899) a tale of school life, he said he wanted to write "tracts or parables" on the education of the young. In the *Just-So Stories* Kipling went back to animals, but to construct a mock-mythology. They highlight his strengths once again as a story-teller because they are best read aloud.

The photographs illuminate Kipling's India. The illustrations from the *Jungle Books*, the *Just-So Stories* and his novels are a fine accompaniment to this neat exhibition.

Uma Ram Nath



Kipling's illustrations for the Just So stories, 1902



Regional theatre

Northerly

"If it's best in Lancashire and Yorkshire, it's best in the country," says a character in Stanley Houghton's Hindle Wakes (Manchester Library Theatre, until November 21). Seventy-five years on, plenty has shaken that manufacturing confidence, but Northern theatres have developed new resources and this autumn they provide plenty of reflection on their society, and on the nature of education.

Expensive schooling has only taught mill-owner's son Alan Jeffcote to be self-indulgent. Houghton shows life, in the shape of Caroline O'Neill's sullen mill-girl Fanny, educating him into responsibility. As Alan's father, the self-made man incarnate, Richard Mayes embodies the stern morality underlying material success, while Alan Ferrin tries to make the night-errant son more than a stock Northern type in Christopher Honer's superficial production.

Phil Swift's arched set, inhabited by working people circa 1910s, is slowly revealed as the curtain rises on Oldham Coliseum's production of Walter Greenwood's autobiographical Hanky Park. Glimpses of industrial Salford switch between the "by gum, it were 'ard" and the "'ee, we made us own fun" modes but only the opening and the tableaux of a workers' protest smashed by troops are theatrically alive. The acting is mostly sturdy, but as the hopeful Mrs Greenwood Irene MacDougall finds a softer tone that marks out her hopes for her son's escape through wider education.

Happier days were here by the early Sixties, the apparent time of Bill Naughton's All in Good Time (Bolton Octagon, until November 28). Material prosperity and optimism provide a perspective for the late Eighties. Andrew Hay's reliable production uses some fine North-based actors and they make the most of the nicely naughty jokes which still produce shrieks of laughter as young Arthur Fitton, bogged down by book learning, strives to turn his wedding into a marriage.

Hurricanes and tornadoes of laughter at Wildcat's already famous production of Tony Roper's The Steamie (not to be missed at Edinburgh, King's, till November 14, and Musselburgh, Brunton, November 16–21). Roper sets the action in a washhouse on a 1950s Hogmanay, as the post-war world is set to become the consumer society. In place of the Steamie's communal life, people will sit staring at laundrette and TV screens. Director Alex Norton and a first-rate cast help Roper face the share-owning society with a glimpse of one based on shared interests.

Ibsen denied A Doll's House (Royal Exchange, Manchester, until November 14) was about women's rights. Gregory Hersov's detailed yet coherent production relates it to the basic purpose of education: the growth of the individual rather than the creation of people to fill social roles. Brenda Blethyn's fine Nora, bent double with childish joy, and later with adult agony, is helped by David Horovitch's Torvald, a decent man limited by his idea of a husband's role. As the action's catalyst, Krogstad, Struan Rodger shows a man doing his desperate best to recover social and self-respect.

Glen Walford makes Cabaret (Liverpool Everyman, until November 14) a party. Working from the basis that if your life's grey you want your theatre colourful, Ms Walford avoids patronising her patrons by the open-hearted acting style of her company and a shared economy of means (the cast double as their own band).

Timothy Ramsden

Folk wake

Rememba Rabat. By the School of Hope from Jamaica.
Commonwealth Institute, October 22.

The "Nine Night" ceremony of a traditional wake was the setting for *Rememba Rabat*, an hour-long play presented by mentally handicapped teenagers, students at the Jamaica School of Hope. The cast of over a dozen students invested the performance with spirit but were finely tuned enough in dramatic technique to be able to change the pace as the script demanded.

The man being mourned is Robert Pearson (Mas Rabat) a community leader in the Thirties and a member of the Universal Negro Improvement Association, founded by Marcus Garvey. Episodes from his life emerge in flashback, and the wake is enlivened by the recounting of folk tales, catchy songs and games. The scenario itself was developed by students over six months in consultation with parents and drama teachers.

Central to the theme is Rabat's brother, Samuel, who left his native Jamaica for England, but appears decades later at the wake (armed with an enormous suitcase) to claim his brother's estate. He receives short shrift, and Christopher Berry as Samuel gave the role a nice blend of caricature and irony.

Hertenser Lindsay, the director and principal of the Jamaica School of Drama said they worked with the School of Hope (the largest school for mentally handicapped children) as part of their drama in education curriculum. The JSD is committed to the arts with a Caribbean perspective. The onslaught of "Americulture" had made them particularly sensitive to the need for preserving folk and local history, all reflected in *Rememba Rabat*.

The Jamaica School of Drama and the School of Hope came to England through the combined efforts of the Battersea Arts Centre, The Brixton Cultural Exchange and the Oxford Youth Theatre.

URN

Paul Swann assesses the impact and the appeal of Hollywood in Britain during the austerity of the Forties in **The Hollywood Feature Film in Post-war Britain** (Croom Helm £19.95): the cultural policies of the American and British governments, perceptions of the American way of life and the emergence of the consumer society. Three stars of the period, Monroe, Robeson and Garland, are the focus of Richard Dyer's **Heavenly Bodies: Film Stars and Society** (BFI £20.00 and £6.95) which carries forward the themes of his earlier book, *Stars*, analysing images of women in relation to Monroe and blackness/sexuality in relation to Robeson. The most original section is that on Judy Garland, where he studies her particular appeal for gay men.

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ARTS

Fine art and five kings



Age of Chivalry: Art in Plantagenet England 1200-1400.
Royal Academy until March 6.

Just as an architectural frame supplies the structure or form of so much Gothic art and design, whether it be an oak pyx cover from Wells, a censer once used at Ramsey Abbey, an embroidered altar frontal or any number of pictorial images, so the Royal Academy has transformed the main galleries at Burlington House into vaulted naves and aisles and brought this superb exhibition to a fitting conclusion by miraculously turning the great Octagon Room into a luminous chapel celebrating the art of stained glass in Plantagenet England.

The sheer splendour of this "Age of Chivalry" is established at the outset by a magnificent crown of gold and enamel set with sapphires, rubies and pearls, which probably belonged to Richard II's wife, Queen Anne. This alone is sufficient to impress upon the visitor the power of the throne, but it is amply supported by the silver-gilt sceptre of Richard of Cornwall and underpinned by a genealogical roll of the kings of Britain and a painting from the Glazier Psalter confirming the divine rights of kings.

The overwhelming power of religious faith is made visible in Gallery II where a 20-foot stained-glass window from Trinity Chapel, Canterbury, depicting the miracles of St Thomas Becket, soars above an alabaster relief of the saint's murder and a richly varied collection of pilgrims' badges and ampullae; souvenirs of the saint's shrine and containers for his healing waters. Reliquary caskets, painted panels and books illustrating the lives of the saints testify to the central role of religion. So much so that the Hereford World Map, with Jerusalem at its centre, is less a topographical diagram than a plan of God's Creation, including man's fall, his redemption and eventual salvation.

But these two galleries are only preparatory in the overall scheme of the exhibition, as are several others. In the Large South Room, church and state are filled out to include the whole of society from clergy and nobles to merchants and peasants. Ecclesiastical objects, like chalices and patens, rub shoulders with secular ones, including the Bermondsey silver dish, pewter flagons and earthenware plates. Elsewhere, the educational intention beneath the frequently opulent display becomes explicit: one gallery recording later reactions to Gothic art and architecture and another showing us some of the equipment and techniques used by medieval artists and craftsmen.

The art and artefacts they produced over 200 years and the reigns of five kings fill the remaining galleries. A polychrome sculpture of St Michael Spearing The Dragon is matched in vivid expression by painted pages from the *Trinity Apocalypse*. A massive wooden door with iron arabesques is rendered transparent in a nearby metal grille. As the full-flowering of the Decorated Style approaches, a pair of elaborately carved choir stalls share a similar, lacy tracery with a glittern and the growing size of painted panels and walls prepares us for the surprisingly large portrait of Richard II that announces the final part of the exhibition.

That so much art of so fine a quality has been gathered together in one place is more than we could have expected, particularly when one considers the amount that must have been destroyed at the hands of fanatical puritans. Yet the irony is that images of chivalry are few and far between. In fact, the excellent selection of miserichords, which do contain a falling knight and a joust, suggest that a very different title might have been chosen. For it is here, on the carved undersides of choir-stall seats, that the everyday, even vulgar, world of the Plantagenet period is exposed: men and women spinning, digging, dancing and fighting. These are a revelation on their own.

As usual, a full educational programme is available. For details telephone the Education Department (01 734 9052).

Michael Clarke



Left: Stained glass roundel with Musical Angel. c1335–50. Right: Bestiary, Dogs of King Garamantes, c1210. Vellum, manuscript

Lit Comp

Competition No 99. Report by Polyphemus.

You were asked to metamorphose, à la grecque, personalities from the worlds of sport, show-biz or music. It gradually became apparent during the judging that I had set a three-tier problem. I looked for a poem which worked and was consistent; for parodic skill; and, above all, a metamorphosis that was just or witty or at least appealed to the outright winners succeeded on all three fronts. Janet Adams, who is to be praised for her Ian McCaskill turned to a steeplecock forced forever to survey the damage of last month's storm, unfortunately failed to clinch her poem in the last line. Frank McDonald cleverly integrated lots of Lloyd Webber material but was disappointing in his transformation. Alarina Blake's Mute Swan/Madonna was apt and sensual but not very. Matthew Arnoldish. P Simonds found the voice of Longfellow for his Ian Botham description but again failed to deliver the goods in the trans. For the above, £4 each.

Wogan was the most (un)popular target and I fling a sovereign to Hazel Stanley for using her skills to turn him into a frog. Nigel Probert also gains a pound for his *envelope*, addressed to the Department of Literary Giants: fame at last, (or metamorphosis indeed!).

Award £9 each to Bob Ingham's Dryden, Jonathan Fernside's Tennyson (one of the few positive apotheoses), and Bill Greenwell's ornithological (I think) Longfellow. D A Prince's superb sustained treatment of poor Mr Parkinson in the manner of Marlowe earns £15.

Michael Parkinson

In desert island bliss, where music's wand
Conjures a sparkling sea and silver sand,
Came Parkinson, and charged each speaking guest
To name eight records, and what liked him best.
Now Parky, arrogant, his isle has quit;
Then, quoth the Great Director, so be it:
A sea-bird he becomes: his raucous voice
Prights all who'd make a desert isle their choice.
A loud and cawing gull who cannot sleep,
Condemned to skim, but never plumb, the deep.
The northern cliffs, the rhubarb fields his haunt,
His only audience sea-turned specks of foam:
A cormorant he, or some rough-headed shag,
With ruffled feathers like a tattered rag.
O choice and longed-for metamorphosis!
Jove send us more such happy change as this!

D A Prince

Glenda Jackson

It little profited this noble dame
That, having played *Elizabeth* – a role
Full apt for her most high and autocratic to act
Spirit, she then should be constrained to act
Ignoble parts in most ignoble films,
Contrived and framed by hucksters.
Many a script
She scans and casts with vivid scorn aside;
Though not (a paradox bemusing to
Her fellow socialists) the scripts of Ads
Extolling all the skills of *Hanson Trust*.
At last, frustrated utterly by mere
Humanity's benighted scope, she bursts
Its bounds and bonds. At once transmogrified,
A sovereign eagle now, she soars the skies –
Aloof, alone, transcendently austere,
Sole mistress of the high empyrean . . .

Jonathan Fernside

Cliff Richard

Of rock-and-rollers, he the least uncouth,
Heaven-blest it seems with an eternal youth,
Clifford still casts his loud melodic spell
On nymphs and nymphets and their dams as well.
One day, alas, whilst wandering unawares,
Dreaming of golden discs and humming prayers,
His face and form are seen and like a fire
The news is spread and fans its own desire.
For sanctuary he seeks a church's roof
(Its doors are vandal and believer-proof)
But the wild rout will follow even there
And eager fingers at his garments tear.
He cries, "Heaven be my aid, no-one has seen
What lies beneath!" The heavens intervene
And turn him to a gargoyle, there to spout
Insipid streams. God send us all a drought.

Bob Ingham

Benny Hill

Year in, year out, at eventide,
You can see his foolish grin;
You can hear his gurgling, 'country' voice,
Above a tuneless din,
And ever his bulging, bulbous eyes
Are sparkling as with sin.

He speeds his paltry pictures up
In his bare-faced form of wit,
And lo! 'tis only now that Fate
Steals o'er him like a fit;
For now this village idiot's turned
To a puffed-up little tit.

Bill Greenwell

Competition No 101. Set by Scylla

"Odoi, Odoi, Kolynos Euthymoi!" This immortal line comes from a pre-war Footlights take-off of a Greek play. We should like eight lines or so of euphonious verse in good classical rhythm (rhymes too if possible) using brand names in plenty. Any title; nonsense verse allowed. Closing date December 2.



"I found that life as a bear was pleasant enough – a matter of growling, fishing, hugging, hibernating and scratching mostly." From *The Adventures of Baron Munchausen* as told to Adrian Mitchell. Larger Than Life, an exhibition of illustrations by Patrick Benson, from the *Baron Munchausen* series and by Priscilla Lamont from the *Our Mammoth* series (also by Adrian Mitchell), continues in the Main Entrance Foyer of the National Theatre until the middle of January.

Television

Great debate

"For the first time, almost, in the political debate, quality is at the centre-stage". Kenneth Baker told **Panorama** (BBC1, November 2). The programme went on to make a critical (and hostile) assessment of the Government's educational reforms. The hostility was evident in the commentary and in the choice of a standpoint from which to examine the two main proposals, for a national curriculum and for "opting-out".

The programme visited two schools, in Croydon and Solihull, both chosen because they are in Conservative boroughs and broadly support the Government's ideological position on standards and parental involvement. In Croydon, it found a system of testing already in use, but with a strong preference for graded assessment over the Bakerite plans for age-related tests. In Solihull, a council which has been eager to sell off its council houses, flatly denied that there was any comparison to be made between this and schools opting out of local authority control.

"The 'hard Left' seems to dominate Mrs Thatcher's thinking", remarked *Panorama*, supported by Councillor Tim Brighouse who dismissed the idea that there are many schools where the curriculum, imposed by a rabid local authority, consists mainly in gay liberation studies, as the product of "the inflamed imagination of politicians who spend quite a lot of their time in London". He was even, to his credit, sceptical of some newspaper reports of what goes on in the capital and, despite the dissenting voices of Oliver Letwin, Baroness Cox and the architects of the reform, the conclusion of the programme was that the aim was power: power over local government and power over the curriculum. We would get, Ted Wragg claimed, "the most totalitarian form of education in Europe" and *Panorama*, in another quotable phrase, saw education as "the crucible of Mrs Thatcher's Cultural Revolution".

However, before Conservative Central Office rushes to complain about more evidence of bias on the Beeb, it might consider how far even this critique of its plans is grounded in the assumptions of the new Toryism. We got the usual international comparisons: results from school-leavers in Germany (the decimals and fractions were carelessly quite, with ease, leave our poor kids floundering), the system of *Arbeitslehre* which prepares young people for work (see TVEI), and so on. There was more news from abroad, not all good for Mr Baker, in **Education Extra** (Channel 4, November 2) with a report from Holland about parental control.

Where have we gone wrong? The trouble, *Panorama* said, was that in Britain "education has been viewed as more of an overhead than an investment" – and, one might add, increasingly in purely economic terms. It seems we are no longer concerned with the idea of school as a liberator or as an equalizer, that there are no grounds for defending education as a good in itself, because of the benefits it confers on the individual. At best, it is an investment in the human capital of the state. Only those who pay for it directly can expect anything more than *Arbeitslehre* from the process. *Arbeitslehre macht frei.*

Justifying university education is even harder in the age of *Home economicus*. Echoing the view expressed on *Panorama*, the Vice-Chancellor of Durham University told **Channel Four News** (November 2) that the Government is "committed to the control of hearts and minds". The report looked at Salford and saw the future: more and more courses run and funded in collaboration with industry and with government departments. And all that was only one evening's contribution to the Great Debate.

Quality and standards, far from being centre-stage, are in fact located exclusively in the box office. The opposition, where it exists, comes from unexpected quarters: from Paul Foot's lecture criticizing the image of Shelley as "an ineffectual angel" (**The Trumpet of a Prophecy**, Channel 4, November 1) and concluding with a radical re-interpretation of the "Ode to the West Wind"; or Tony Harrison's V. (Channel 4, November 4), a deeply personal poem built around an indictment of what our society offers its young people. After listening to Paul Foot on the systematic distortion of Britain's most cultured, intellectual (sorry, dirty word) and politically committed poet, you began to wonder if the fuss over Harrison's use of "four-letter words" had not been contrived to distract attention from what he was saying.

Robin Burgess

ARTS

Rats on stilts

Lincolnshire Festival of Youth Theatre.
Trinity Arts Centre, Gainsborough. November 2–8.

There was a wide variety of work on display at Gainsborough, and a wide range of ages. Junior pupils from Nottingham presented an extended piece of clowning, Hull Truck Youth Theatre brought *Find Me* by Olwyn Wymark, and from Lincoln, Something Foul had worked on Pinter's *Silence*. There was no central theme, and groups came from a far away as Birmingham.

Dance featured strongly, one of the highpoints coming from the South Humberside Dance Project. It was an untitled piece based loosely upon the gang fights from *West Side Story*. Using "house" music, mixed with Grace Jones, and choreographed by members of the Leeds-based Phoenix Dance, it had all the energy and dynamism that has come to be associated with that group, and was far more than a re-run of the familiar Sharks and Jets routine.

Each day there were workshops on mask-making, improvization, directing, mime, and circus skills. Phil Burgess' sessions, with their emphasis on stilt walking and uni-cycles, had quite a number of participants discovering unexpected talents.

The week finished on Sunday with the Trinity Outreach group leading 85 kids through a theatre in a day project. The work was based on Browning's poem "The Pied Piper". All over the arts centre there were groups working, growing more and more conscious of the approaching deadline. They made stained glass windows for the set in the studio, sorted out the lighting, blocked out the moves on the stage, and in the cafeteria held a movement session for the rats.

The festival was about young people sharing work and enthusiasm. There were times when it seemed it must end in chaos, but it never happened, just. It was the first such festival in Lincolnshire, though several hundred young people will be waiting for the next one.

Nick Wood

Lost in winter

The Winter's Tale.
Crucible Theatre, Sheffield, until November 28.

The Crucible wants to be seen as a part of the European theatre. *The Winter's Tale*, their second Shakespearean production by Steven Pimlott and Tom Cairns, may help to establish their reputation. It certainly has all the right ingredients.

The set is white, dominated by a huge curved wall that turns slowly and disconcertingly throughout the first act. A large rock lies sunken centre stage. A stuffed bird circles a large moon-like sphere. A trio of men in dark suits, shirtless, wearing silver skull cap masks with their hands, chests and necks painted red, walk through the action as Leontes' jealousy grows. It is packed with references: the royal robes of Ubu Roi, Brecht's half curtains, Godot's tree. Lost in the middle of this visual feast are some actors putting on *The Winter's Tale*.

The images and the text don't come together in unified whole – the one is superimposed upon the other in a way that frequently leaves the cast helplessly playing against the text. Often, through no fault of their own, they appear to be in several different productions.

Seventeen years ago Brook's *Dream* didn't succeed because of the way it looked, but because every part of it was based upon a deep understanding of the text. This production owes more to Gilbert and George than Shakespeare and suffers for it.

NW



National Youth Dance Company

National steps

The National Youth Dance Company is our legacy from the dance explosion of the late Seventies and Eighties. So, too, is the **National Festival of Youth Dance**, held in a different l.e.a. each year, and the growing youth dance movement (150 groups throughout Britain) on which rests the whole youth dance structure.

The NYDC is not yet as established as the National Youth Orchestra and National Youth Theatre but last Saturday's appearance for *Dance Umbrella* at The Place Theatre, London, shows it well on its way along similar lines. There were 18 dancers aged 16–20 from all parts of the country chosen in rigorous auditions a year ago. Auditions for the 1988 company, for example, are happening now under the guidance of artistic director John Chesworth and will finish in mid-January with priority given to those not in full-time professional training.

Chesworth says it is policy to engage a different group of professional choreographers to create each year's programme, since the dancers are always different. At least one piece from the company's own repertoire will be included. The result is inevitably eclectic with one outstanding piece this year by Viola Farber to four Chopin preludes. Other pieces by Lucy Bethune and Janet Smith were too long and rather self-consciously "youthful". Susan Crow came up with an interesting evocation of Bulgarian folk styles, just right for its purpose, while Sharon Way's contribution from within the company lost nothing in professional comparison.

The important achievement, though, is the dance quality these choreographers have stimulated and the high dance standard of the performance generally. It has carried the company on a successful national tour which began last August and finishes at the end of the year in Cardiff and Leeds.

Full marks, then, not only to Chesworth and his team but to the sponsors like Marks & Spencer, BP, Shell, Gulbenkian, the Leche Trust and King George's Jubilee Trust who see perhaps in this work the way to a broader dance enjoyment for everyone than the present system allows.

Peter Brinson

Remaining auditions this year are in Newcastle, Manchester, Leicester, Cardiff, Leeds and London. Details from audition co-ordinator, Room 11, 38 Mount Pleasant, London WC1X 0AP.

Just war

Pinchdice and Co.
The Rip in the World.
Theatre Centre, Hanover School, London N1, November 7.

"Going about like this is not my usual habit", says Eleanor of Aquitaine, Queen of France, garbed as a nun in *Pinchdice and Co*, Julie Wilkinson's pungent and hilarious portrayal of four women thrown together in 1148 by the Holy War crusades in a quest to bring Christianity to the "barbaric" East, simultaneously satisfying an indulgence for looting on the side.

Holed up in a makeshift camp, just outside the walls of Muslim-controlled Damascus, where streets are "lined with gold leaf, encrusted with diamonds", they are separated from the "enemy" merely by a sewer. The businesswoman Pinchdice attempts to instil her own dubious sense of morality into her daughter Cleverlegs who is drawn, if ambivalently, to the secret life led by the Damascus-born prostitute Kisspenny. It is from Kisspenny that the vengeful Cleverlegs receives real mothering, forcing her to confront previously unquestioned hatred and prejudice towards "the enemy".

Received notions of patriotism, the morality of a "just" war and vacillating loyalty are fiercely argued in Maggie Ford's racy production for fifth and sixth formers. A tart and witty portrayal by Marilyn Milgrom of a queen longing for both power and sexual satisfaction ("knights make love jus as they make war: no tactics") and Kay Purcell's rendering of Shaz Nassauer's evocative Arab lyrics stand out in this strong all-women company.

Colm o Clubhain's *The Rip in the World*, directed by Libby Mason for 8 to 11-year-olds strikes a more poignant note. Badger is taken into care. His mum, admitted to hospital for "depression", in spite of his attempt to care for her, gets worse rather than better, leaving Badger to fend for himself, desperately trying to rework reality to fit his emotional needs. His half brother Peter lives a lifetime away in Australia. Badger fantasizes on the good old days – "me and my mum in Australia where everything is clean and the plates wash themselves".

His brother inevitably lets him down (he doesn't send the tickets to fredom. Disillusioned, Badger decides to run away, only to be carted back to the children's home. To escape from "sleeping in a room with three other people I don't even know – fighting, yelling, it's like a zoo", he invents a world where war is perpetual and its inhabitants, having lost all contact with the natural world, are programmed to support it. He creates his own more comforting environment, peopled by whales, the sea, and the smell of his mum. Via such a fantasy life, he manages to come to terms with situations he can't change; while retaining some spirit to fight those he can.

Bill Mitchell's stunning black and white set rips open to reveal other worlds. Simon Deacon gives a moving performance as Badger, backed up by three smouldering warriors: Jenny Jules (Ishtar), Hamish McDonald (Bran) and Antonia Coker (Neit).

Both Theatre Centre shows are now embarking on a national tour of community venues and schools, with residencies in Derbyshire and Berkshire. Further details on 01-354 0111.

Norma Cohen

March on

Up the Ladder and Down the Wall. By Jonathan Collings.
Stage 65, Salisbury Playhouse Studio. Until November 14.

Poor Jackie Quinlan. She tries to form a girls' marching band (aka drum majorettes) but meets indifference and hostility from her troupe. When a local parent lends a helping hand, Jackie is elbowed out, only to suffer at the mouth of a feminist teacher for setting up such a mock-military group in the first place.

Mr Collings never solves Jackie's dilemma, for although she is the narrator, the play's centre of interest is really Samantha Turner, who at 15 has to learn the problems of responsibility while torn between the demands of her father and two boyfriends. Olivia Lloyd gives a deeply-felt performance in the part.

Around the central characters are woven the lives, loves and agonies of a playground-full of pupils, mostly written with the individual details that make for a rewarding company piece. Only Gareth, the natural victim, is exploited for fun rather than understood, by the script as by other characters. However the dialogue is efficient, touched by humour, and in the last half-hour develops quite gripping conflicts.

Lyan Wyfe's fluent production makes interesting use of the stage space and, second night nerves apart, her attractive 26-strong youth theatre company perform for two hours with lively energy and concentration.

Timothy Ramsden

On the streets

Bad City. By Nick Stafford.
Half Moon Young People's Theatre, touring until December 5. 01–791 1141 for details.

In times past, the Half Moon Young People's Theatre has done excellent work in challenging received notions of the material suitable for a community youth theatre. Their stylish and atmospheric version of Angela Carter's *Vampirella* last year provided young audiences with a genuinely stimulating and imaginative entertainment. All the more regrettable, then, that their latest project, Nick Stafford's *Bad City*, falls prey to many of the worst clichés of community theatre.

The issue at the heart of the play is homelessness, and we are introduced to three plucky and independent young women whom circumstances have reduced to living rough in Bad City, a mythical conurbation which bears a striking resemblance to contemporary London. With Girl Guides' resilience, the three sensibly avoid the perils of prostitution and band together in a derelict yard, which in Mark Saikild's design has the makeshift eccentricity of a children's camp. But rather than explore the realities of their situation, the play takes them through a series of disjointed escapades (which include begging on the streets, a Royal walkabout and a parody of *This is Your Life*), and reveals the backgrounds which brought them to their plight – as one might expect, child abuse and male brutality play a significant role here.

What is sadly lacking from the play is any cogent political analysis of its topic. What we are given instead is a catalogue of atrocities perpetrated by the Tory Government on the homeless, which is merely recited and never effectively dramatized. The play fails to offer either examination or explanation of its central issue, and loses its way among the problems and personalities of its protagonists.

Hesitant pacing and unconvincing performances do little to compensate for the script's weaknesses and it is only Alan Ellis's incidental music and Chris Corner's lighting that give the piece any momentum or atmosphere.

Richard Hansom

Play rites

This year 140 scripts were received for **Contact Theatre's** annual festival of plays by young people. Twenty were shortlisted and six are now touring schools in various stages of production. I sat with third to fifth formers at Cardianal Vaughan secondary modern school to watch a selection of the successful pieces.

Two stylized extracts came first. It's important, director Tina Earl told me, to stretch young audiences beyond the confines of realism. So it is. But it takes a writer of considerable practice to hold a teenage audience with an abstract dialogue. As it was, the actors worked hard to inject *One For Sorrow* with meaningful grimaces and mimed actions. A workshop production for unprepared groups of teenagers was not the right destination for Rosemary Sander's script at this stage.

Crinewatch OK quickly restored the audience with a slapstick story about a policeman who wants to be on TV, but again, its success in performance depended on the virtuoso skills of Contact's team. *Falling into Place* by 14-year-old Nicola Greenough used a realistic style to depict a family crisis.

The highlight of the selection, though, was undoubtedly Tony Lewis's *Juniors*. The writer, now aged 17 and unemployed, recalls his life at primary school and at home in Moss Side through the eyes of eight-year-old Clive. Though the actors give everything they've got, it is the writing that wins through with its fresh humour and deep humanity.

Scripts for next year can be submitted by Greater Manchester residents under 21 by July 31st. Tel: 061 273 1230.

Judy Meewezen

Cool rap

Sanctuary. By Ralph Brown.
Joint Stock. Drill Hall Arts Centre till November 21; Sherman Arena, Cadiff November 24-28; Live Theatre, Newcastle, December 1-5.

Rap, a form of recitative, is the authentic voice of the street. Its air of cool relaxation in the face of life's dangers, its ability to meet death, deal with philosophy, or just have fun make it a compelling vehicle for Joint Stock's examination of homelessness among – young people – particularly those lured to the bright lights of London Town.

Three plots running concurrently feature a hardworking cast of six, doubling up like mad. Spider and The Fly, an engaging duo played by David Keys and Kwabena Manso, aim to make it big in the British rap scene; an ambition that dupes a thrusting estate agent selling over-priced property in L'Isle de Chien (Isle of Dogs to you).

That not all ambitions can be met is proved by the events that overtake Sharon (Ritta Wolf giving a splendidly angry performance) and the decision reached by Julie (Pamela Nomvente – a name you'll be hearing a lot more of).

She joins the Peace Convoy in the play's unsatisfactory second half. Ralph Brown's script rather falls to pieces here and the energy flags. Hippies make less than convincing rappers and offer a cop out, not a solution. Nevertheless, Joint Stock's stab at street cred is, for the most part, well bad. Check it out.

Christine Eccles

RESOURCES

We Ask Why They Are Hungry
Teachers' notes and photocopiable activity sheets
£5 from The Catholic Fund for Overseas Development, 2 Garden Close, Stockwell Road, London SW9 9TY.

Dealing with Debt: a Teaching Resource
Photocopiable activity sheets, information sheets, games, teachers' notes
£4.95 inc post and package.
The Schools Manager, Save the Children, 17 Grove Lane, Camberwell, London SE5 8RD.

Dhakka to Dundee
Photocopiable activity sheets, notes, games
£9.25 plus £1 p&p.
War on Want Campaigns Ltd, 37–39 Great Guildford Street, London SE1.

The European Community and the Third World
Euro One Productions Ltd
VHS video
£46 inclusive
The Hansard Society, 16 Gower Street, London WC1.

What Do We Eat? A Topic-based World Food Comparison Program
Disc for BBC 40-track micro
£12.50 including p&p
Centre for World Development Education, Regent's College, Inner Circle, Regent's Park, London NW1.

Why are they hungry?

Are we partly to blame? Laurence Alster looks at materials for teaching about the Third World

At a time when government is setting an increasingly flinty face towards the poor both at home and abroad, it is good to be able to report on five new publications designed to show students the plight of those whose sufferings are less the consequence of personal failing than the willingness with which others profit from their vulnerability. The devil-take-the-hindmost philosophy that has lately gained a new respectability can, when translated into practical consequences, mean vastly increased hardship or even death for millions worldwide. Of all the lessons to be taught, this is surely one of the most important.

We Ask Why They Are Hungry, a teaching pack from the Catholic Fund for Overseas Development (CAFOD) and Christian Aid, takes a specifically Christian view of the problem of world poverty; questions such as "What are the Maker's instructions?" as well as repeated scriptural references – "From the beginning people set themselves against God . . . The story of Adam and Eve in Genesis 3 shows this" – give a fair idea of the flavour of the pack. This is clearly a bias more suited to some temperaments than others. Even so, those looking for a more worldly approach will not be totally disappointed, for some good ideas are on offer, especially in terms of learning activities. And if the rather complex sections on international debt are likely to confuse the less able GCSE student, parts dealing with the arms trade, "Aid Blunders", and perceptions of poverty should gain a more enthusiastic response.

While the CAFOD material deals almost exclusively with the problem of overseas poverty, the Save the Children pack, *Dealing with Debt*, cleverly links the unpleasantness of personal debt with the national bankruptcy that faces many Third World countries. By so doing, the material manages effectively to combat media images of the overseas poor as generally feckless, improvident and consequently deserving more of contempt than assistance.

The ease with which it is possible to become financially overstretched in our own "Credit Society" (the title of the first half of the pack) is potently illustrated by leaflets on selling, securing and managing credit. Case studies and statistics hammer home the message that debt is not some kind of moral judgement on the irreversibly imprudent, but a trap into which even the most cautious can be lured.

"Debt and Development", the second half, shows that broadly similar principles operate on an international scale. Just as the ordinary citizen can fall foul of a system that tempts to perdition, so can a country dependent on loans for developing its economy. Stable interest rates hold out at least a slim chance of repayment, but when those rates climb, export revenue drops and further loans have to be made to service the original debt, national bankruptcy threatens. Invariably, it is the poor who bear the brunt of the prescribed economies. And the foul luck of the Third World indigent is well illustrated by the case studies provided on Peru and The Gambia, depressing reading that calls to mind the sardonic judgement of José de Jesus Martinez in Graham Greene's *Getting to Know the General*: "If shit was worth money, the poor would be born without arses."

The finality implicit in this tellingly vulgar maxim finds no confirmation in the pack's contents, however. Instead, readers are regularly reminded that pitiless profiteering by the developed countries, rather than malign fate, is responsible for the degradation of millions overseas. The dubious nature of such economic strategies is explored through role-play, games and discussion sessions that encourage consideration of feasible alternatives, and on this very active approach rests the main strength of the pack. Students are never allowed to abstract themselves from the fact that such decisions are of very real importance to people halfway across the globe, a detachment further discouraged by teachers' notes urging that students be allowed to write to MPs or the chairs of the main banks to protest against current lending policy. This is a call to action sure to raise eyebrows in some quarters; nevertheless, it is pleasingly typical of a thoughtful, polished production that rightly seeks to give compassion a practical edge.

Just as *Dealing with Debt* attempts to show factors common to both national and personal insolvency so does *Dhakka to Dundee* emphasize the similarities between British and Bangladeshi society – again, a good way of showing students that such differences as do exist are more a matter of degree than kind. In this regard, as with most others, the pack succeeds splendidly. Students are encouraged, for instance, to note similarities in the domestic division of labour in both countries (plenty of good anti-sexism material here) and to draw their own conclusions regarding the position of women in both societies. And the point that whatever foreign aid reaches the rural workers invariably "trickles" down from husband to wife, and then children, is well made.

Where this pack scores most heavily over the other two is in its justified insistence that poverty in Bangladesh is much more the outcome of political corruption and a scandalously unequal distribution of land and wealth than any intrinsic incapacity for efficient farming on the part of the rural population. This situation, it is stressed, is largely the legacy of British colonial rule – a colonialism sustained nowadays not through any legalized fealty but an economic dependency similar to that by which so many other Third World countries are victimized.

That this is so is illustrated by various means – again, role-play, games, simulations – often ingenious, occasionally over-elaborate, but always entertainingly relevant. And, bearing in mind the multi-racial target audience, some delicate issues (the relationship between Muslims and Hindus, blacks and whites) are handled with tact and "sensitivity" – a quality requested of teachers throughout. This forceful, comprehensive and meticulously-planned teaching pack deserves the widest possible audience.

Compared with these three offerings, the video *The European Community and the Third World* has to be judged a disappointment. Here are three 30-minute films – "Partnership or Patronage?"; "Of Men and Mountains"; "People, Politics and Power" – each with much sincerity but, alas, too little flair; and the effect will almost certainly be to deaden the interest of even the most well-disposed viewer.

Given the subject matter, this is particularly regrettable. The distribution of aid to the Third World is by no means as simple a matter as it appears to some, and the public well needs to be better educated on this issue.

The few good moments invariably come from non-governmental agency aid workers whose comments nicely undercut the emollient formulae of the career bureaucrats interviewed. "The aim of aid is often to support ourselves (the donor country)", observes one Oxfam official; while another, from Save the Children, cynically (but correctly) points out that political bedfellows are treated more generously – and promptly – than ideological opposites. But these, and other, interesting points are too quickly passed over in favour of bland officialese.

The connection between belly and brain was apparently the main inspiration behind *What Do We Eat*, a topic-based computer program that seeks to enlist the sympathies of younger children for their less advantaged overseas cousins by getting them to monitor their own food intake and compare it with that of a child from another country. In this case, grabbing 'em young can only be to the good; and if sympathy can be got through the fun that this program offers, so much the better.



Drought in West Africa

DIY

Decorating Matters
Thirty-minute video, computer program, workcards, worksheets and teachers' notes £35 + VAT
Polycell Products Ltd, Broadwater Rd, Welwyn Garden City, Herts.

Home decorating is, apparently, second only to watching television as a popular leisure activity. Not only that, some 44 per cent of do-it-yourselfers reckon that it is a source of personal satisfaction.

These two statistics are responsible in part for the appearance of *Decorating Matters*, an elaborate educational pack produced by Polycell. Seemingly intended for students on craft, design and technology courses in schools and colleges as well as Youth Training Schemes it is neither vocationally-oriented nor a mere manual on the use of Polycell products.

It introduces essential decorating skills – painting, paper-hanging, tiling and the preparation necessary for all three – as well as looking at some more elaborate jobs such as fitting secondary double glazing and installing [illegible] security devices. Throughout, the satisfaction which can be gained from a job well done. The teachers' notes offer many suggestions for projects, explaining the importance of priming bare wood, for instance; but they are only suggestions.

Working through the pack (and, like most DIY books, once started it is difficult to put aside) a youngster would pick up a sound idea of how to decorate a first flat or room – assuming it needed only work for which Polycell makes products. This is, of course, the problem with commercially-sponsored educational packs. *Decorating Matters* is excellent, as far as it goes. But personal experience suggests that among the first jobs young people want to undertake are the putting-up of shelves and installation of new lights. Neither gets so much as a mention. Nor for that matter do other common tasks, such as changing a washer or replacing a pane of glass, easily accommodated by most CDT or YTS skills programmes.

Decorating does matter, of course; this pack explains how to paper a ceiling as well as – and, with its multi-media approach, probably better than – any other manual. But such a job is essentially practical; it and those *tasks which the pack ignores can only* really be learnt through genuine "hands on" experience in the company of a teacher.

Play safe

Safety Home
Kidscape/Parker Games
Recommended price £11
Available from toy shops and department stores.

"Quick Mum!" called my 10-year-old son at five minutes to eight in the morning, "they're advertising that game on the television". The game in question was *Safely Home*, which I'd taken home to review. The only way to do this, it seemed to me, was to play it with my children.

Using the principle that children learn from experiences they enjoy, *Safely Home* is a board game which attempts to get over to children some clear and easily-understood messages about personal safety in the kinds of potentially-dangerous situations which they face every day. With a variety of familiar scenarios, ranging from the bully in the school playground, to the grown-up in the library who whispers something frightening, to the baby-sitter who offers to play secret games, the game presents children with choices as to how they would act.

It has been produced in conjunction with Kidscape, the charity which has led the way in this country in pioneering teaching programmes concerned with personal safety for use in primary schools.

The game is designed to be played by children aged six to 11 and by a maximum of six players. Each person is represented on the board by a member of the Safe 'n' Smart Team. The aim is to travel from school through the neighbourhood and get safely home with the most safety tokens. These are won every time a tricky situation is safely negotiated by successfully answering a multiple choice question.

When I was first considering the idea of a game which teaches children how to avoid sexual abuse, it seemed rather bizarre, but I have to admit that the more I thought about it, the more I liked it. (My children liked the game too, although the 13-year-old reckoned that the questions were "too easy".) Using the little cardboard figures to go through imaginary situations could be a good way of letting children explore potentially frightening experiences and coping strategies in a safe and non-threatening way.

The game is certainly suitable for playing at home, especially if parents are concerned and able to back up messages up with their own information. However, whether it has any use in other settings – particularly school – is another matter. Educational it is, but teachers may not consider it appropriate for the classroom, because it can only be played by small groups of children at a time.

If, however, the school has taken on the issues of child abuse and personal safety, and has an integrated programme of work designed to help children cope with potentially dangerous situations – whether it's crossing the road, learning to swim, learning about substances like alcohol or dealing with an adult who is making them keep secrets – then this game could be a useful addition.

Liz Swinton

COMPUTERS/IT

Unlocking a mind

Peter Fowler considers how to use micros with FE students with learning difficulties

It is tempting to believe that the micro provides a panacea for those with learning difficulties. Further education lecturers have often asked if I know of a program which can "deal" with a particular student's learning problem ("Is there anything available on simple fractions?"), displaying both a kind of naive faith in the power of the new technology to provide instant remediation and a complete ignorance of the potential role of the micro in the classroom.

Viewing the learner as "deficient" in certain basic skills and needing an endless diet of drill and practice reduces the use of the computer to that of a mere calculating machine. It also ensures that computer use within the classroom remains, for the learner, an isolated and isolating experience.

Since our task with students with learning difficulties is primarily to engender the confidence to face the adult world in as capable a fashion as possible, and since this largely depends on an ability to relate to others, the use of the computer in this way does not really address our main aims. It could be argued that such an approach is actually counter-productive.

However, the computer can be used as the basis for group work. Certain programs not only add to the possibilities of projects, but create the chance to offer new projects which could not have been realistically undertaken without the micro. It is in this area of development that computer use within FE courses for those with special needs is really exciting.

Taking shape

Take the art and design package *Image*, produced by Cambridge Software. This is a marvellously flexible program which can be used with a range of input devices (concept keyboard, mouse, joystick, digitizer) and is easily handled by many slow learners. Ann Dunning, a lecturer at Derby College, used it to great effect with her students last autumn term. She took her group to the local MFI store in order to cost the decorating of a room, and quickly discovered her students' lack of spatial understanding: they were quite unable to estimate how much paper would be required for a particular area of wall.

She further learned that few of them had any understanding of the idea of "shape", not really comprehending the meaning of "rectangle" or even "triangle". *Image* has an option which allows the creation and copying of shapes, and she used the program in a relatively formal fashion, asking the group to copy a series of shapes she had drawn by hand. Quickly, the students were not only "playing" with rectangles, triangles and circles, but also using parallelograms and relatively complex combinations of shapes. Also, because of the facility in the program to fill the shapes with different colours, the students were soon creating pages which looked like rather clever examples of abstract art.

Such was the fascination with the program, that the work on "shapes" suggested other directions. Eventually, after two or three sessions using *Image*, it was decided to use the program to create Christmas cards. This led to the production of a series of cards which the group – and their friends, parents and teachers – saw as a complete triumph.

It is hard to describe the pride which these students felt about the production of their cards. For them, the work being created was of a quite different order from anything in their previous educational experience.

Similarly dramatic was the use of the computer within an industrial simulation at Trowbridge College in Wiltshire. Here, an annex of the college was used by the special needs students as a "factory" for a fortnight, the main product being the creation (using moulds) and painting of garden gnomes, which were then sold to the public at market stalls. The computer was used throughout this project in exactly the same way it would have been in a real work setting: the "office" was run by students using word processing techniques (including menus for the canteen) and the advertisements for the products were created with desk-top publishing programs; stock control was carried out using the Gemini program, *Stock Control*; spreadsheets were used for the monitoring of time keeping.

Here, the use of the computer effectively "lifted" the experience of the project by making it more life-like. Moreover, the students' ability to handle a sophisticated piece of technology added immeasurably both to their pride in the work and the results.

These two factors – the relevance of the technology within commerce and industry and the ability to handle that technology – combine to produce the undeniable glamour of students with learning difficulties working with the micro. I sat for a while with a student at Percival Whitley College, Halifax, as he wrote a letter using a word processor. He was writing far more than he ever did when using pen and paper and was able to concentrate for much longer. As he printed it out, I asked him what he really liked about this system of writing. "It's real," he replied. He was referring to the correlation, in his perception, of the writing which he was producing with the writing he saw every day on a printed page – for the first time, a connection was established between "his" writing and "real" writing.

'It's real'

True, the writing he produced was full of the same elementary spelling mistakes he had been making for years. But, for a student with his difficulties, the process of improvement will necessarily be painfully slow and – this is the crunch – will only happen, if it happens at all, through constant writing. The use of the word processor was providing precisely the fillip needed to help in this end and was acting as a key to unlocking a mind long closed to a desire to write.

When such a process is then placed within a general group approach – as was happening at Derby and Trowbridge, or in the now common combined use of a word processor and a desk-top publishing program to produce a college or a course newspaper – then the liberating potential of the micro comes into its own.

It is important for teachers to understand that this possibility is best realized by concentrating on as few pieces of software as possible. On the CET project I have been co-ordinating ("The use of IT with students with moderate learning difficulties"), we have identified a "core library" of half a dozen packages which might form the basis of micro work with students with moderate learning difficulties. These are:

- a word processor (*Interword* from Computer Concepts is our "best buy", though *Pendown* from Logotron and *Folio* from Tedimen are ideal for weaker students)
- a database (the best we have used is *Find* from Resource)
- a graphics package (*Image* from Cambridge Software)
- a desk-top publishing package (*Pagemaker* from AMX)
- a viewdata system (*Communitel*)
- a framework program to use with a concept keyboard (*Touch Explorer* from MESU).

These are all, of course, for use with the BBC range of machines. However, the principle of such a selection is easily transferable for other micros.

If the teacher can get to grips with some or all of these programs, and forget (for the moment) the bewildering lists of available software in content-specific fields, then an effective use of the micro within the curriculum could certainly be achieved.

Peter Fowler will take up the post of Special Needs Co-ordinator for the Microelectronics Education Support Unit on January 1.



"I've never seen a piano like it!" exclaimed Hetherington.

with almost all makes of computer. And they have the largest range in the country, don't you know."

Hetherington's brow furrowed in thought. "Olympia. I'm sure I've heard the name."

"'Course you have, you dunderhead. Olympia have been in schools for thirty years. That's almost as long as us," added Cuthbert gloomily.

Hetherington gazed admiringly at the keyboard's smooth, uncluttered design. "Must've cost millions!" he ejaculated.

"Don't be dense! Value for money is the main consideration here. These machines can take a jolly good hammering every day, just like you. Anyway, I'm sure old Mr Jessop would have learnt all about that at the free demonstration."

"I say, you're a clever chap, Cuthbert. How does one get to know so much?"

"Dashed easy, old bean. One simply fills in the coupon."

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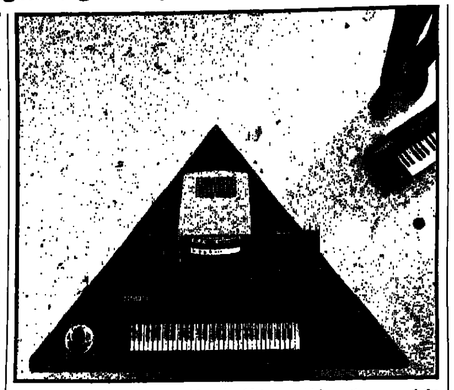
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OLYMPIA
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Concrete compositions

Nigel Morgan samples a machine for making music

Roland S50
Keyboard sampler £2,300 inc VAT
Roland (UK) Ltd, 983 Great West Road, Brentford, Middlesex TW8 9DN.



Since the first experiments on wax disc by Schaeffer in Paris and on the tape recorder by Varèse in New York during the late 1940s, composers have been fascinated with the possibilities of building a vocabulary of musical utterances and gestures through the electronic transformations of acoustic sounds. In this early *musique concrète* composers produced some remarkable works with the most unlikely material through the manipulation of recorded sound by editing, speed fluctuation and reversal.

In the early Seventies the exuberant music montages of Trevor Wishart, "Machine" and "Red Bird", led many teachers to experiment with the tape recorder as a classroom tool with which to search for a wider palette of sound and sound experience (remember those razor blades?). With the development of low-price electronic instruments, computers and the paraphernalia of rock music technology, this fascinating area of creative music composition has, until very recently, been gently forgotten.

During the past four years musicians have become increasingly aware of a development in technology that is already producing a revival of interest in the electronic manipulation of "real" sounds, together with a new literature and repertoire. What has made this possible is the sound sampler, a microprocessor capable of recording digitally an audio signal and allowing its transformation in pitch, envelope shape and timbre to be controlled in most cases from a piano keyboard or computer sequencer.

The technology of this sampling process has become so refined that what we may perceive as a large choir of voices singing in a resonant building may in fact be a sample, played on a Midi keyboard, of a unison note from a recording of Verdi's *Requiem* made by a well-known choir in St Paul's Cathedral.

The commercial music world exploited these developments with a vengeance and often with the most banal results. Orchestral "punches" from Beethoven's Fifth found their way onto disco tracks and drummers played samples of dustbins, applause and broken glass on their Simmons Kits. It is reassuring, however, to see the novelty factor diminishing and sampling now being used with imagination and flair by young composers in the field of electro-acoustic music.

One of the prize winners at the Bourges Festival 1987 – the Venezuelan, Julio d'Escrivan, a postgraduate at City University – created a magical exploration of the sounds of the flute using the Akai S900 sampler, a machine recognized by the commercial studio world as an industry standard but beginning to find its way into the music classroom (Bedfordshire L.e.a. has installed one in its Impressive TVEI music technology bus).

The accessibility of sampling to the school-based musician has come through keyboards from Casio; their SK series starts at just under £100. The sound quality (maximum sample rate of 1.4 seconds) is pretty poor and the instruments have no Midi specifications, although an enterprising US company have produced a "Build your own Midi input for the SK series".

There are, however, a number of high-quality samplers that offer an exciting and flexible resource. In choosing just one instrument to review from over 30 currently available, many could be immediately dismissed by their price (the Synclavier starter pack begins at £133,400). A sampler with its own keyboard and simple mode of operation that does not require months poring over a manual is paramount.

In these respects the Roland S50 fits the bill. A 61-note weighted keyboard, which can sound up to 16 different notes simultaneously, it comes with an impressive sound library of samples on 3.5 inch discs, from an unnervingly real piano sound via most orchestral instruments, exotic percussion, to those sound effects (the orchestral punch is there). The keyboard is multi-timbral; it is possible to play up to four different samples simultaneously.

What makes this sampler stand out from its competitors is that the software enables the connection to a TV or video monitor to display all the menus and, most valuable in the classroom, a visual display of the sampled sound.

Creating one's own samples via a microphone or line input is very straightforward. A visual display of the incoming signal is almost instantaneous, then the parameters for the sample have to be set. The whole waveform can be examined and edited, the start and end truncated. It can be looped, returned, the overall shape of the sample altered and dynamics and vibrato added. Your complete sample is then stored on disc, ready for use.

It is possible to position the sample along with as many as 15 others across the keyboard. There is a plethora of further possibilities which include setting up four samples on one key to be activated by different key touches. This is very effective with percussion sounds, for instance an ascending pitch range of tom toms.

Although there are a number of excellent keyboard samplers that combine a sampling keyboard and conventional digital synthesis (the Casio FZ-1 and the Korg DSS 1 are good examples), as a stand-alone keyboard sampler for educational use, the Roland S50, with its unique visual display, must be considered as the most effective.

In my first classroom session, it was used in tandem with a BBC computer and Hybrid Music System's new Music 2000 interface. An interactive composition for computer and ensemble was prepared using samples made by the instrumentalists themselves, particularly sounds impossible to manoeuvre in acoustic performance. (For example, a chord of natural harmonics played by a guitarist was sampled and played across a two-octave range.)

I am told that the BBC Radiophonic Workshop have six S50s in their composer workstations. For an impressive and musical use of one, Stage 1, Programme 4, of BBC School Radio's *Sounds Inventive* series (January 1987) has the composer Richard Attree explaining his introductory music to the series, which begins with a rhythmic sequence entirely made up of extra-musical sound samples.

Online

AS OF this week, the Data Protection Act gives pupils and teachers the right to inspect and correct information held in over 150,000 computer files by government departments, local authorities, companies and individuals.

Teachers who hold personal data of any kind on computer must know about the law and conform with it. In most cases they should be covered by the L.e.a. or governing body's registration, but ask the Data Protection Officer for guidance if you haven't received any.

Various sources of advice are available. A free leaflet called "Are You In On the Act?" sets out your rights and explains how to exercise them, while a set of Study Cards, distributed by the British Trades Alphabet Ltd, provides a useful teaching aid. A series of eight guideline booklets can also be obtained from your local public library. All of these are available on request from the Data Protection Registrar, Springfield House, Water Lane, Wilmslow, Cheshire SK9 5AX (tel: 0625-535777).

THE INTERACTIVE Video in Further Education (IVFE) project has appointed Michael Walton (ex-head of Wiltshire Micro Systems Centre) as its director. The DTI is funding IVFE with £1 million over the next three years to produce generic videodiscs for open learning in six FE colleges with industrial partnership. If the discs are truly generic (highly flexible, not tied to a particular approach or narrow piece of content) they could be just as relevant to schools.

This is just as well, since the Interactive Video in Schools project (IVIS) due to finish its development work in December. The eight discs produced by IVIS are currently being used in 50 schools. The schools will retain the equipment and may be looking around for other videodiscs to run on it.

TWO PERIODICALS that teachers rarely see have offered some interesting insights. The monthly digest *Edaver* is a reasonable summary of developments in vocational education and training, and October's issue featured information technology.

In an article on computer assisted learning, editor John Twining reflects on the size of the authoring task, the appalling quality of some software and the costs of covering a significant proportion of the curriculum. Commenting on figures from *ITEMS* (see below) he suggests that the proposed national budget of £75 million would be inadequate even for non-advanced further education. So far, only 35 packages have been prepared in ten years of the Scottish Action Plan.

To cover all 2,500 modules at this rate would take a century – during which many (most?) would have become obsolete. *Educa* is published 10 times a year and costs £15.50 direct from Guildford Educational Services Ltd, 32 Castle St, Guildford GU1.

ITEMS is a quarterly newsletter from the Microelectronics Educational Development Centre, Paisley. September's issue carries Peter Williams' provocative article entitled "Does CAL save money?". He points out that economies of scale are only attainable "if customers choose or are compelled to use" the software. The hidden costs of hardware and software are quantified, along with the important (but often-neglected) factors of support staffing and extra accommodation costs.

ITEMS subscriptions are free to those who live in Scotland; would-be readers outside Scotland can have a sample copy free on request from MEDC, 8 Storie St, Paisley.

Jacquetta Megarry

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Aspirations

Stuart Beck on programs for careers teaching

Every careers teacher's dream must be to find an integrated careers education programme which comes complete with resources and stationery, related exercises; detailed lesson notes and background material. An ideal one would lead a pupil through subject choices in the third year (or S2 in Scotland) to obtaining a job or training place or to choosing subjects to study at e further education establishment or sixth form.

The dream will soon become reality with the development and extension of the *JIIG-CAL* system. JIIG stands for Jobs Ideas and Information Generator. The system has recently come to the end of an evaluation which was instigated by the Department of Education and Science and the Scottish Education Department and which has been carried out by the National Foundation for Educational Research in England and Wales. Alongside the evaluation there has been a development project designed to add a subject choice system for third year pupils and a set of further *JIIG-CAL* modules for fifth year pupils to the well-established and successful main system for fourth years. Ten schools in England and Scotland have been involved in the piloting and evaluation of the new systems as well as the evaluation of the main fourth-year system.

JIIG-CAL was first released in 1980, as a joint venture in computer assisted careers education by Edinburgh University's Department of Business Studies and the London Borough of Havering's Educational Computer Centre. Since its inception it has undergone several changes and is now in use in 65 l.e.a.s in the UK. The new additions are bound to increase its scope and its popularity.

The third year sub-system is designed to make the pupil consider the implications for future educational and vocational opportunities of the subjects chosen for study in the fourth and fifth years. It comprises a computer-generated interests profile, a facility to nominate school subjects and ask the computer which jobs they would be essential or useful for, and a similar facility whereby jobs are nominated and a list of essential or useful school subjects are stated.

The main system, usually administered in the fourth year, remains relatively unchanged, though the teachers' manual has been greatly extended with pre-requisite and follow-up modules. Through two questionnaires, one relating to occupational and general interests, the other to factors influencing job choice, and their subsequent print-outs, the individual pupil is given ideas to consider and up-to-date vocational information to read.

The fifth year *Further JIIG-CAL* system is an extension of the main one with more time for considering suggestions made in the fourth year and to making informed decisions about future opportunities.

In spite of the versatility and comprehensive nature of *JIIG-CAL*, there are still a number of factors which need to be considered before adopting the system. It requires a great deal of organization and administration, particularly if a number of teachers are using it in a school. The initial cost of purchasing a *JIIG-CAL* manual, classroom handbooks for the three programs and appendices is approximately £30 and the annual cost of consumables is about £50. A classroom set of non-consumable materials for the third year system is about £6, and a class set for the main system is about £35. The cost of postage and processing of computer cards or sheets (if the l.e.a. does not have a *JIIG-CAL* processing program) must be added.

Training is another issue which needs to be taken into consideration, as copyright arrangements preclude any "non-registered" users from administering the system. To become a registered user of both the third and fourth year systems it is necessary to attend two separate training courses. Time is also an important factor, as the third year system requires at least 10 lessons of 40 minutes duration and the main system requires at least 12 lessons. However, it must be remembered that even though *JIIG-CAL* is a non-profit making venture, teachers cannot expect to get something for nothing.

In the four years that I have been using it and in the three years that I have been involved in its evaluation and development, I have found it an excellent basis and resource for careers education. The classroom handbooks and manuals are very comprehensive and clearly written and can be used by specialist careers teachers and non-specialist form tutors alike. The exercises and worksheets are relevant, uncomplicated and well-presented. I find the continuity of the three systems particularly attractive and the programme is flexible enough to be tailored to the needs of an individual group of pupils. The record sheets which are completed at the end of each system, forming a kind of summative profile, along with adviser's and student's print-outs, are extremely useful aids in individual and group interviews with careers teachers, careers officers, form tutors or headteachers.

JIIG-CAL provides an excellent stimulus for parents to discuss their child's career aspirations and that takes some of the responsibility away from the careers teacher.

Further information can be obtained from: JIIG-CAL, Careers Research Centre, University of Edinburgh, Department of Business Studies, Top Flat, 5 Buccleuch Place, Edinburgh EH8.

Stuart Beck is head of careers, Sacred Heart of Mary Girls' School, Upminster.

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At the heart

SCHOOL TELEVISION
Middle English: Children's Authors
ITV Schools for Channel 4
Grace Nichols, November 10 and 11
Nina Bawden, Farrukh Dhondy and Jan Mark, Spring Term.

The consistently popular series *Middle English* has added some new writers' profiles this year. These little quarter-of-an-hour programmes are not potted biographies, but a clever mixture of interview and dramatization that tells you a lot more about writers than a *Who's Who* kind of approach. Of course you can't fail to be fascinated by their personal quirks too.

Grace Nichols, in this week's programme, was a natural performer of great style. Poems about hibiscus and mangoes brought a breath of warm Guyanese air to the cold English Channel seaside at Brighton, where much of the programme was unaccountably filmed. My 10-year-old said, "Some black people sound white when they write – but not this one. She's really impressive."

It's hard to imagine a white teacher doing the poems justice once you've heard Grace Nichols lilt and pound her way through them. She has a great range too, from the serious "These Were My People" and "For Forest" to the jokey "I Like to Stay Up". This is a lady so full of insights and the right words for them that she could bring poetry right off the shelf for today's children.

You couldn't have a greater contrast than with Nina Bawden. White, middle-class favourite of the literary establishment (short-listed for this year's Booker prize), she features in one of next term's profiles after a four-part screening of her novel *The Finding*. This beautiful frail-looking Englishwoman, sitting typing neatly at her electronic machine, shy, formally dressed, in an immaculate house, seems worlds away from the children I meet in Tottenham schools. But when she says "all families conceal things" and talks about her recurring theme of the child overhearing and misunderstanding snatches of family talk, you see how close she still is to the heart of what it is like to be very young and powerless.

Farrukh Dhondy is filmed in a Southall lookalike of the cafe in the Chowk, which features in his collection of short stories *Poona Company*. With that book he turned aside from writing for children and began his autobiography. But the stories are still accessible to young readers, being about his own boyhood. "Growing is happy; growing up is sad," says Dhondy and the stories have the two-edged quality of that aphorism.



Grace Nichols

The last new profile, to be shown next term after a dramatization of her novel *Trouble Halfway*, is of Jan Mark, one of the most consistently interesting contemporary writers for children in this country. The programme is a confusion of several journeys – the one in the story, the one the child actress made during the filming and a third she made with Jan Mark for this programme. This fussy format takes the spotlight off the writer, who is elusive enough anyway.

We see her handling questions from children, being nice to the girl who plays her character, drinking tea in a transport cafe with her brother Martyn, who is a lorry driver like the stepfather in the story. But unlike Nichols, Bawden and Dhondy, Jan Mark gives nothing away about herself in a quarter of an hour on the box. You learn quite a lot from reading her books, though, which perhaps children watching *Middle English* will be encouraged to do.

Mary Hoffman



Johnny Rotten: sent for voice lessons

Take a deep breath

Diane Hofkins tunes in to the nation's youth

SCHOOL RADIO
Wavelength Plus
Radio 4 VHF, Wednesdays, 2.05pm
Scotland from 2.25pm

Youth is notoriously critical, particularly when it comes to establishment outfits like the BBC. So it is brave of the producers of *Wavelength Plus* to include slots for their listeners' opinions of this new 55-minute live magazine series.

One girl liked the music in the background of many of the items; it holds the attention, she said. Another found the information on training and careers useful. But others were not satisfied. "The topics change far too quickly," a young man said. "You're talking about racism, and then go to a rap tape – I mean, what are we playing at here?"

I see his point, but don't think I agree. There's nothing wrong with mixing the light with the heavy, and the segments dealing with serious issues, like Aids and racism, have been substantial and interesting. A piece on TV violence, for instance, included opposing and thought-provoking comments from articulate young people, as well as experts, and this open-ended presentation could form the basis for further discussion in a class, youth group, or YTS or TVEI centre.

The series also looks at training and careers, and outside interests like fashion and music. Sometimes these are married together, as in items on courses in fashion design or voice training.

Sometimes this marriage is made in heaven: "Malcolm McLaren went to see my boss and said, 'who have you got who can teach my boys to sing?'" a woman with a sweet, plummy voice revealed. McLaren's "boys" for the uninitiated, were the Sex Pistols. "And then he sent Johnny Rotten to see me. And I say 'scent' advisedly because Johnny did not want to come. No way. He didn't speak. He certainly wouldn't try to sing for the first 10 or 15 minutes. I found it so embarrassing. I was sitting here saying 'take a deep breath' and all this, and he was folded up in a corner not taking any notice of me".

This interview led, via a few bars from "Anarchy in the UK", to a more mundane item on community music – but the attention had been well and truly grabbed.

All sorts of devices are used to entertain while informing. A piece on breaking into the cartoon industry was intercut with excerpts from the old *Batman* TV series – and this, too, ensnared the listener.

Most of the specific careers examined in the first half of the series were rather glamorous: for instance, horse training, media, dance, clothing design. Perhaps this was meant to show young people that they should not underestimate their options – and, of course, they did make interesting listening – but these are tough fields to break into.

On the other hand, a lively interview with two young self-employed women who set up a printing shop effectively showed the realities of going into business for yourself. These self-assured young women enjoyed the way customers were "shocked" to learn that the business was their own. But they also learned that you can't trust anyone, not even your own friends, when it comes to getting paid, and they complained that friends don't understand that they can't afford to do jobs for them for free. One could see the gap opening between these entrepreneurs and their contemporaries who stayed behind in the protected world of school, parents or even employers.

Wavelength Plus, or *WPFM*, as it calls itself on air, is determined to be of, as well as for, young people. Students and trainees involved in media work, communication studies, radio production and specifically City and Guilds Course 779 in media techniques, are urged to contribute short interviews, documentaries, take-offs and film reviews. Listener access was carried to its culmination during half-term week, when a phone-in on the subject "Radio – a dangerous conspiracy or a bunch of old gasbags?" was aired.

WPFM has been scrupulous in avoiding any kind of regional, racial or sexual bias. Every type of accent is heard, and rural, inner city and suburban young people are given access to the airwaves.

Every now and then the technique backfires, and the interviewer is faced with a line-up of untalkative students, but this can happen in any programme featuring interviews.

Wavelength Plus is off to a good start. In mix of information, music and entertainment works well. Its approaches are often fresh and unusual, and its vox pops reveal the intelligence, energy and thoughtfulness of today's young people.

Bringing up better babies

Hot House People
Channel 4, Tuesdays 9.00pm
From November 17.

Jane Walmsley's four documentaries set out to ask more questions than they answer. They look at techniques for enhancing the human potential for learning and survival, but particularly for learning. The first programme is devoted to the work of Glenn Doman, the man who exhorted parents to teach their babies to read. At his Better Baby Institute in Philadelphia, four and five-year-olds play the violin, speak Japanese, read Shakespeare, do long division and disgorge an amazing array of facts.

It is easy to dismiss all this as gimmickry. It is certainly something more than that. Doman started to work on handicapped children using the methods of "conductive education" pioneered in Hungary by Andras Peto. If conductive education could have such remarkable results with brain-damaged children, what would be the effect of similar intensive mental and physical stimulus on the ordinary child? The word "genius" is bandied about until it ceases to have much meaning.

Clearly, there is no question of each child being put in the care of a Conductor. The work, a full-time job with daily, unpaid overtime, falls on the mother; and motherhood, downgraded in the Seventies, is elevated to the status of a vocation. From birth (even, according to some hot-housers, before), the mother is providing constant mental and physical stimulus to the child to help him realize his full potential; if that child happens to be a "her", the potential is, presumably, for more and better motherhood.

Parents attend one-week courses at the Better Baby Institute to study the method. They are subjected to Doman's evangelical lectures and see the products demonstrate their skills at maths, Japanese and playing the violin while performing Swedish exercises. It is impressive. Then, at the climax of the week, conscientious parents are invited to a ceremony where they are awarded Certificates of Motherhood, and you begin to wonder how anyone can take Doman seriously.

Rather more significant than Doman's nursery for genius are the hot-housing schemes like the one in Missouri where "trainers" visited every parent in four widely-differing areas to give advice on rearing their children. The lesson from this (and the basic lesson of the Doman method) is that a high degree of parental involvement with the child can have astonishing results. Children benefit from attention, encouragement and being tested up to the limit of their ability.

Most middle-class parents knew that already. While not necessarily instructing their offspring in aircraft recognition and Oriental languages, they are able to give them time and high expectations. The Missouri Project and others try to stress the benefits of intensive rearing to parents in less favourable circumstances.

However, that is by no means the last word on hot-housing. In institutions like New York's Hunter College and in many countries, exceptional children are being selected for intensive education. The social and personal effects of these and other hot-housing schemes are examined in the second and third programmes in the series, as well as the British attitude to this "war of intelligence". Jane Walmsley does not seem greatly impressed by British attitudes to education at any level.

The final part moves up to the other end of the scale, to study attempts to increase life expectancy. Obviously it is impossible for four one-hour programmes to do much more than provide anecdotal evidence and to suggest the wider implications. The series deals almost exclusively with the United States and offers few firm conclusions. And, particularly for Britain, the topic raises some uncomfortable social and political questions which go well beyond the scope of the series.

A book, Hot House People *by Jane Walmsley and Jonathan Margolis, is being published by Pan Books in association with Channel 4 to accompany the series.*

Robin Buss

OFF AIR

Nick Baker returns from America with a special OFF AIR USA column:

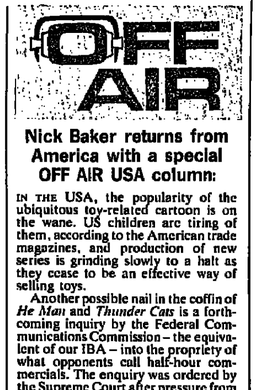
IN THE USA, the popularity of the ubiquitous toy-related cartoon is on the wane. US children are tiring of them, according to the American trade magazines, and production of new series is grinding slowly to a halt as they cease to be an effective way of selling toys.

Another possible nail in the coffin of *He Man* and *Thunder Cats* is a forthcoming inquiry by the Federal Communications Commission – the equivalent of our IBA – into the propriety of what opponents call half-hour commercials. The enquiry was ordered by the Supreme Court after pressure from Action for Children's Television, a pressure group soon to have a UK counterpart. The enquiry order runs directly counter to the US government's earlier decision to deregulate advertising aimed at children.

It's unlikely that British TV will reflect the diminishing supply of such programmes in the near future. While we never experienced the invasion of air space undergone in the US, where there were at one time 70 different toy/cartoon shows, there are still plenty left on the stockpile.

COMING SOON to a sofa near you (probably), another TV toy tie-in, the Couch Potato. Originally, the Couch Potatoes were a sect of Californian self-publicists whose claim to fame was a capacity to watch junk TV round the clock, while eating junk food.

Now there's a Couch Potato board game designed to be played *while* watching TV and a Couch Potato not-very-cuddly toy, from the people



who brought you the Cabbage Patch Doll. These retail at about $40, and an accompanying tag tells you that the toy tuber's favourite TV programme is "anything" and its favourite philosopher is Platato.

A NEW international mega-series called *Childhood* is just about to go into production. It will be in eight to 10 parts and will look at the different ways children have been brought up through history and round the world. Producers are already claiming that the multi-million dollar series will have the same stature as *The Ascent of Man*.

A co-production involving Channel 4, and US Public Broadcasting Service, as well as various US TV companies, *Childhood* won't be seen on British screens until late in 1989.

PUBLIC TV is also producing the world's first national news magazine made by children and young people. *Children's Express News Magazine* will occupy a weekly prime-time afternoon slot and will take stories from across the country, starting in the new year. No on-screen reporter will be over 13.

Children's Express is a voluntary organization founded 12 years ago, and dedicated to circulating stories reported by children – some as young as eight – to regional papers throughout the USA. It also has bureaux in Australia and New Zealand. While covering the British General Election earlier in the year, it's understood that Children's Express explored the possibility of opening a London Bureau. Apparently, it met with little success.

What will happen to Media Studies in the National Curriculum? How can girls get into film and TV? What are the latest satellite and video systems? For news, features and reviews, read next week's Video & Broadcasting Extra.

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Nursery Education

Headships

BERKSHIRE
ROYAL COUNTY OF BERKSHIRE
CHALVEY NURSERY SCHOOL
The Green, Chalvey, Slough SL1 2SP
N.O.R. 60 ft. equivalent
Required for January 1988 or as soon as possible a Headteacher for this Group 1 Nursery School.
Application form and further details from the Director of Education (ref. PDC), Shire Hall, Shinfield Park, Reading RG2 9XE (SAE please).
This is a re-advertisement - previous applicants will be reconsidered.
A mortgage subsidy could be offered in certain circumstances.
Berkshire has a scheme of reimbursement of lodging and removal expenses.
Closing date 27th November 1987.
An Equal Opportunity Employer. (16657) 100010

BOLTON
METROPOLITAN BOROUGH (An Equal Opportunity Employer)
JOHNSON FOLD C.P. SCHOOL
Worston Avenue, Bolton BL1 5UG
Nursery Teacher, Main Scale required from 1.1.88 or as soon as possible thereafter.
Application forms available from the Director of Education and Arts, P.O. Box 53, Paderborn House, Civic Centre, Bolton BL1 1JW, to whom completed applications should be returned by 25th November 1987.
(22343) 100040

Main Scale

BEDFORDSHIRE
EDUCATION SERVICE
BEECH HILL COMMUNITY INFANT SCHOOL
Dunstable Road, Luton, Beds.
Tel: Luton 429434
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Application forms available from and returnable to the Headmistress. SAE please.
Bedfordshire is an equal opportunities Employer.
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HILLINGDON
LONDON BOROUGH OF HILLINGDON
See under Special, Main Professional Grade.
(10709) 100040

Primary School Education

Headships

DEVON
Please see display advertisement on page 63.
(10751) 110010

AVON COUNTY
WRINGTON C.E.V.C. PRIMARY SCHOOL
Wrington, Bristol BS18 7NA
Applications are invited for the Headship of this Group 4 Primary School. Age range 4-11.
Appointment from 11th April 1988.
For further information and an application form, please send a stamped addressed envelope to the Director of Education (Teachers Staffing Section) PO Box 57, Avon House North, St James Barton, Bristol BS99 7EB.
Closing date for applications 30th November 1987.
Avon is an Equal Opportunities Employer. Considers applicants and their suitability for the post regardless of Sex, race, disability or sexual orientation. (15392) 110010

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* FRINGE AREA LONDON ALLOWANCE £309 p.a. throughout the County.
* Temporary housing may be available.
* Generous relocation expenses in approved cases.

HEADSHIP
CRANLEIGH COUNTY FIRST SCHOOL,
High Street, Cranleigh, Surrey, GU6 7AB
EST NOR January 1988, 170.
HEADTEACHER required from April 1988 or earlier if possible for this Group 4 school for pupils aged 6-8 years.
Salary £17,001 pa
Application forms and further details from the South West Area Education Officer, 14 a/b North Street, Guildford, Surrey, GU1 4AF. (S.A.E. please).
Closing Date: 27 November 1987. (81961)

BERKSHIRE
ROYAL COUNTY OF BERKSHIRE
HAWKEDON PRIMARY SCHOOL
Hawkedon Way, Lower Earley, Reading
Required April 1988 Headteacher for this innovative and exciting Group 6 School.
Further details and application forms from The Director of Education (RS/LW), Shire Hall, Shinfield Park, Reading RG2 9XE (SAE please).
Berkshire has a scheme of reimbursement of lodging and removal expenses.
An Equal Opportunity Employer. (16680) 110010

BEXLEY
LONDON BOROUGH DIRECTORATE OF EDUCATION
RE-ADVERTISEMENT
HEAD TEACHER
Applications are invited from appropriately qualified and experienced teachers for the following posts:-
Northend Primary School, Erith. Group 4.
Pelham Primary School, Bexleyheath. Group 6.
Appointments to commence 18th April 1988. Previous applicants will be reconsidered.
Provision of temporary housing accommodation may be available.
Application forms and further details available from Chief Education Officer for Schools (T.5), Town Hall, Crayford, Kent DA1 4EN. Closing date 23rd November 1987.
(41920) 110010

CAMBRIDGESHIRE
COUNTY COUNCIL (AN EQUAL OPPORTUNITY EMPLOYER)
GREAT ABINGTON COUNTY PRIMARY SCHOOL
Required for Easter, Headteacher of this Group 3 school.
Application form and details from Senior Area Education Officer (S.A.E. Please), Castle Court, Shire Hall, Cambridge CB3 0AP. Closing date 2nd December. (22258) 110010

CUMBRIA
SHANKHILL SCHOOL
Hethersgill, Carlisle, Cumbria CA6 6JA
(VC: C/E Mixed 4-11, NOR ...)
Required from April 1988 suitably qualified and experienced teacher for the Headship of this Group 1 School.
Application forms and further details from the Director of Education, 5 Portland Square, Carlisle CA1 1PU (... please).
Returnable by 27 November 1987. (41846)

DERBYSHIRE
COUNTY COUNCIL
PRIMARY HEADSHIP
Please see composite ... under secondary on page ...
(47008)

DONCASTER
OUR LADY OF MOUNT CARMEL RC (AIDED) PRIMARY SCHOOL
Sandringham Road, Doncaster DN2 5JG
HEADTEACHER GROUP 4
Applications are invited from suitably qualified and experienced practising Roman Catholic teachers for this Headship commencing April 1988.
Application forms and further details obtainable from The Director of Education, Princegate, Education Office, Doncaster DN1 3EP.
Closing Date 8th December 1987.
Doncaster is an equal opportunities employer and welcomes applications irrespective of race, sex or disability.
(47203)

DORSET
ST CLEMENT'S AND ST JOHN'S C E FIRST SCHOOL
St. Clement's Road, Bournemouth BH1 4DZ
Required Easter 1988 HEAD TEACHER GROUP 4. Applicants should be preferably christians and preferably a communicant member of the Church of England. This is a re-advertisement and previous applicants should indicate if they wish to be reconsidered.
Details and application forms from the Staffing Officer, Eastern Area Education Office, Portman House, Richmond Hill, Bournemouth BH2 6ER on receipt of SAE.
Closing date 25 November 1987. (22232)

PRIMARY HEADSHIPS continued

HAMPSHIRE
BALKSBURY COUNTY INFANT SCHOOL
Floral Way, Salisbury Road, Andover
Required April 1988.
Group 3 - HEADTEACHER.
S.A.E. to Area Education officer, Sun Alliance House, 41 Wote Street, Basingstoke. Closing date for receipt of completed applications 27th November 1987.
The County Council pursues a policy of equality of opportunity. Applications particularly welcome from people with disabilities.
(16662) 110010

HAMPSHIRE
ST. ANNE'S R.C. PRIMARY SCHOOL
Pinkerton Road, Basingstoke
Required April 1988.
Group 5 - HEADTEACHER
The Governors invite applications from suitably qualified practising Roman Catholics holding the Catholic Teachers Certificate.
S.A.E. for application form/further details to Area Education Officer, Sun Alliance House, 41, Wote Street, Basingstoke RG21 1LU. Closing date for receipt of completed applications 27th November 1987.
The County Council pursues a policy of equality of opportunity. Applications particularly welcome from people with disabilities.
(16664) 110010

HAMPSHIRE
(Portsmouth Area)
PENHALE FIRST SCHOOL (5-8)
Required 11th April, 1988.
HEADTEACHER - GROUP 4.
We pursue a policy of equality of opportunity. Applications particularly welcome from people with disabilities.
Application form and details available from the Area Education Officer, Civic Offices, Guildhall Square, Portsmouth PO1 2BJ (Tel: 0705 815411, Ext. 53). Closing date 27th November.
(16665) 110010

HERTFORDSHIRE
ST. ALBANS DIVISION FOR EDUCATION
SANDRIDGE JMI SCHOOL
Woodcock Hill, Sandridge, St. Albans AL4 9EB
Group 3
Required for Easter 1988, Headteacher (Group 3) for this small and attractive village school.
Hertfordshire offers a generous scheme of relocation allowances under approved circumstances.
Further particulars and application form from Divisional Education Office, County Council Offices, Civic Centre, St. Albans, Herts. AL1 3JZ on receipt of s.a.e. Closing date 7th December 1987.
(22279) 110010

HEADTEACHERS

REQUIRED APRIL 1988.

Applications are invited from suitably qualified teachers for the following Headships.

BELCHAMP ST. PAUL C of E PRIMARY SCHOOL (GROUP 1) V/A VICARAGE ROAD, BELCHAMP ST. PAUL, SUDBURY, SUFFOLK.

FOXEARTH C of E PRIMARY SCHOOL (GROUP 1) V/A. FOXEARTH, SUDBURY, SUFFOLK.

Removal and relocation expenses of c. £4,000 are available for those who qualify.

Please send foolscap s.a.e. for form and details for all the above posts to: the Area Administrative Officer, North West Essex Area, Crossman House, Station Approach, Braintree. CM7 6QA.

Closing date: 4th December 1987.

QUILTERS COUNTY INFANT SCHOOL (GROUP 4 + L.F.A. £309 p.a.) LAINDON ROAD, BILLERICAY.

JANET DUKE COUNTY INFANT SCHOOL (GROUP 4 + L.F.A. £309 p.a.) MARKHAMS CHASE, LAINDON, BASILDON.

ROXWELL C of E PRIMARY (V/C) (GROUP 2) ROXWELL, CHELMSFORD.

CHIGWELL ROW COUNTY FIRST SCHOOL (5-8 YEARS) (GROUP 2 + L.F.A. £309 p.a.) CHIGWELL ROAD, CHIGWELL.

Removal and relocation expenses of c. £4,000 are available for those who qualify.

Please send foolscap s.a.e. for form and details for the above 4 posts to: County Education Officer, P.O. Box 47, Threadneedle House, Market Road, Chelmsford CM1 1LD.
Closing date: 4th December 1987. (81974)

ESSEX County Council

NORTHERN AREA

GLADSTONE COUNTY PRIMARY SCHOOL, Peterborough. Group 6 plus social priority allowance (410 pupils on roll).

HEAD TEACHER

Required for April 1988. A high percentage of the pupils come from ethnic minority backgrounds. The cultural and linguistic diversity of the school is challenging and exciting. Possible housing assistance.

Further details and an application form available from the Senior Area Education Officer, Education Office, Touthill Close, City Road, Peterborough PE1 1JU (s.a.e.). Closing date: 27th November 1987.

CAMBRIDGESHIRE
An Equal Opportunity Employer

HEADSHIP

Northfield St Nicholas County Primary School, Lowestoft

Group 6: Ages 5-9: Number on Roll: 352

Applications are invited from suitably qualified and experienced teachers for the post of Headteacher.

The school is situated in a mixed residential area in the centre of the fishing, industrial and resort town of Lowestoft.

The appointment will date from the beginning of the Summer Term 1988 or earlier if possible.

Further details and application forms are available from the County Education Officer, St Andrew House, County Hall, Ipswich, IP4 1LJ (s.a.e. please) and completed forms should be returned by 27th November 1987. (82107)

Suffolk County Council

LONDON BOROUGH OF HAVERING

HEADTEACHERS

BENHURST JM & I SCHOOL
(Roll 305) Benhurst Avenue
Hornchurch RM12 4QS
Required for September 1988.
Headteacher Group 5.
Following the retirement of the present Headteacher, Mr K. Ball.

BRANFIL INFANT SCHOOL
(Roll 150) Cedar Avenue
Upminster RM14 2LW
Required for September 1988.
Headteacher Group 4.
Following the retirement of the present Headteacher Mrs D. Evans.

PARKLANDS INFANT SCHOOL
(Roll 270) Havering Road
Romford RM1 4QX
Required for April 1988.
Headteacher Group 4.

Havering

Application forms and further details, for all the above posts, are available (sae please) from the Director of Educational Services (ref: Staffing/DHT) Mercury House, Mercury Gardens, Romford RM1 3DR. Closing date 27th November 1987. (51905)

SOUTH GLAMORGAN COUNTY COUNCIL
ST MELLONS VOLUNTARY AIDED CHURCH IN WALES PRIMARY SCHOOL, CARDIFF

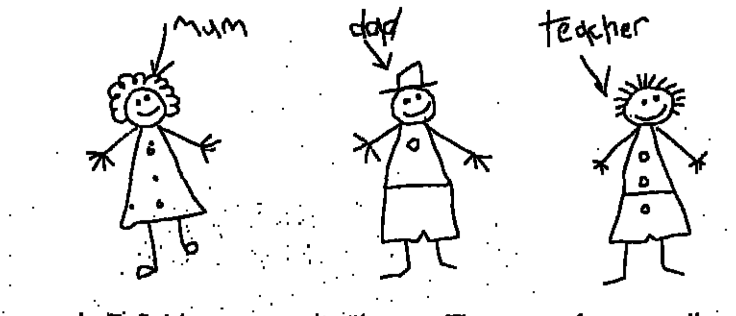
HEADTEACHER — GROUP 3

The Governors of this new Group 3 (Aided) Church in Wales School invite aplications from suitably qualified and experienced teachers who are practising members of the Anglican Communion for the post of Headteacher. This one form entry school will act initially as a neighbourhood school, serving a new housing development to the East of Cardiff.

The successful applicant will be expected to take up duties in April 1988 or possibly a date beforehand to be arranged.

Application forms may be obtained on receipt of a stamped addressed foolscap envelope from D Orrell, Director of Education, Education Offices, Kingsway, Cardiff, CF1 4JG, to whom applications should be returned within 14 days of the appearance of this advertisement. (50871)

After mums and dads, probably the most influential figure in a young person's life.



In Enfield we recognise the support and backing that is necessary to create effective and well managed schools. We offer an extensive and innovative in-service programme. We are fore runners in educational initiatives and can give exciting opportunities for the development and implementation of new ideas. Working in Enfield is a partnership.

There are of course other advantages to working in Enfield. You will find the best combination of city and suburban living: a pleasant outer London borough with easy access to the centre of London yet only a stone's throw away from the rolling Hertfordshire countryside.

Required Easter 1988:–

HEADTEACHER Group 4

RAYNHAM INFANTS SCHOOL,
Raynham Avenue, London N18 2JQ.
Tel. 01-807 4726.

The Headship is vacant due to the promotion of the post holder to another headship outside the Borough.

The School is situated on the South Eastern side of Edmonton and shares a site with Raynham Junior School. The roll in September was 203 including the Nursery Class and Nurture Group.

There are 8 full time teaching staff including the Head teacher, and 0.1 full time equivalent.

Closing date for applications 25th November 1987.

DEPUTY HEAD TEACHER Group 5

ALMA PRIMARY SCHOOL,
Alma Road, Enfield EN3 4UQ.
Tel. 01-804 3302.

The vacancy is the result of the present Deputy Head Teacher's promotion to a Headship within the Authority.

Alma School is situated in the Eastern part of the Borough.

There are approximately 360 currently on roll, and they are organised into 11 mixed ability classes and a 30 place Nursery.

There are, at present, 15 full time teachers, plus a Language Teacher. This staffing supports the Special Educational Needs of the school and an active programme of INSET.

This is a re-advertisement. Previous applicants wishing to be reconsidered should re-apply.

Closing date 27th November 1987.

DEPUTY HEAD TEACHER Group 5

HONILANDS PRIMARY SCHOOL,
Lovell Road, Enfield EN1 4RE.
Tel. 0992-718396.

The post of Deputy Head Teacher is vacant due to the promotion of the post holder to a Headship within the Borough.

The school is located in North East Enfield and became a Primary School in 1984 following the amalgamation of the infant and Junior Schools. There are 360 pupils including the Nursery Class.

There are 14 full time teaching staff including the Head Teacher and 0.7 full time equivalent.

Closing date 25th November 1987.

London Allowance £795.
Consideration given to assistance with removal, re-location costs, temporary housing and two homes allowance.

Application forms (large S.A.E.) obtainable from and to be returned to Education Department, P.O. Box 56, Civic Centre, Silver Street, Enfield, Middlesex.

(81913)

An Equal Opportunity Employer
Enfield

ilea

Working in Education

Headships & Deputy Headships

The Inner London Education Authority is committed to providing a high quality education service to one of the most ethnically and culturally diverse populations in Britain and is able to offer its teachers:

- *Commitment to promoting equality of opportunity in education*
- *Pupil teacher ratios among the best in the country*
- *With some 950 schools, opportunities to broaden experience and enhance career prospects*
- *Excellent support staff and professional backup, plus a range of central specialist resources*
- *Inner London allowance of £1,215 plus in many cases Social Priority allowance of £291/375 p.a. in addition to salary.*

Applications are invited from suitably qualified and experienced teachers interested in working in this exciting inner-city environment.

The closing date for applications is 27th November 1987 unless indicated otherwise.

Headships

Headships are not open to job share.

Unless indicated otherwise please send foolscap sae for application form and further details to Education Officer, RES/7568, ROOM 269a, The County Hall, London SE1 7PB.

Primary Education

FORSTER PARK (JM&I)
Boundfield Road, SE6 1PQ.
Roll: 196+ 15 F/T & 2-4 P/T N
Headteacher Group 4 required as soon as possible.

QUEEN'S MANOR (JM&I)
Lysia Street (Entrance Queensmill Road), SW6 6ND.
Roll: 192+ 15 F/T & 2-4 P/T N
Headteacher Group 4 required as soon as possible.

Special Education

QUEENSMILL (COMPLEX NEEDS)
Lysia Street, (Fulham Palace Road), SW6 6ND.
Roll: 42
Vacant 1st January 1988, Group 4(a). This school shares a building with Queen's Manor (JM&I) school and close co-operation between them already exists. A headteacher is sought who will enhance and further this relationship.
Closing date 4th Dec. 1987.

Deputy Headships

All posts are open to job share unless indicated otherwise (HJS). A register for pairing potential job-sharers is maintained by EO/PER/PS7, Room 633, The County Hall, London SE1 7PB. Tel: 01-633 3814. (N.B. Applications can NOT be dealt with on this number). Application forms and further details are available from the Head of the school, unless requested otherwise.

Nursery Education

LIVINGSTONE (N)
Australia Road, W12 7PH.
Tel: 01-743 7339.
Roll: 50 F/T 40-140 P/T.
Head: Mrs Ruth Wilford
Required 1st January 1988.
Experienced and enthusiastic teacher to join hardworking team as Deputy Head. Expertise in a curriculum area. Music would be an asset.

Primary Education

PETERBOROUGH (JM&I)
Clancarty Road, SW6 3AA.
Tel: 01-736 5863.
Roll: 180 + 20 F/T & 24 P/T N
Head: Patricia Clark
Required from January 1988.
Applications are invited for the post of Deputy Head to join a highly committed and enthusiastic staff in developing the curriculum with particular reference to equal opportunities and resource-based learning. A sense of humour and vision essential.

ST LUKE'S (JM&I)
Radnor Street, EC1V 3SJ.
Tel: 01-253 3890. Roll: 184.
Head: Miss P. E. Chaney
Required from Easter. Deputy Headteacher with classroom experience throughout the primary age range willing to assist with curriculum development.
Closing date: 20th Nov. 1987.

Secondary Education

BACON'S CE (SM)
Delleford Road, SE16.
Tel: 01-237 5243/4/5. Roll: 930.
Head: Mrs E. A. Merlow
Required from April 1988. The Governors wish to appoint a Deputy Head to this 5th Form entry, mixed Voluntary Aided School in South London. The school is on a split-site and the Sixth Form is part of a Consortium. Applicants should preferably be communicant members of the Church of England.

Inner London Education Authority

ILEA IS AN EQUAL OPPORTUNITY EMPLOYER

PRIMARY HEADSHIPS continued

HARROW
EDUCATION COMMITTEE

GLEBE FIRST AND MIDDLE SCHOOL
D'Arcy Gardens, Kenton, Middlesex

Tel: 01-204 6564

Required for January or April 1988. Headteacher for this Group 6 First and Middle School.

Outer London Allowance payable.

Application forms from and to be returned to: Education Personnel, P.O. Box 22, Civic Centre, Harrow, Middx. Tel: 01-863 5611 Ext. 2736 by 27 November 1987. Please enclose stamped addressed envelope.

Harrow is an Equal Opportunities Employer. (10782) 110010

HERTFORDSHIRE
ST. NICHOLAS C OF E (AIDED) JMI SCHOOL
Church Green, Harpenden AL5 2TP
Group 2
RE-ADVERTISEMENT
Applications are invited from suitably qualified and experienced teachers for the post of Headteacher of this thriving Church of England primary school. The appointment will date from Easter 1988. A communicant member of the Church of England is preferred.

Hertfordshire offers a generous scheme of relocation allowances in approved circumstances.

Apply for further particulars to The Clerk to the Governors, c/o the School. S.a.e. (Tel: Harpenden 2768). Closing date for applications 30th November. Previous applicants will be automatically reconsidered. (20461) 110010

LINCOLNSHIRE
WALCOTT COUNTY PRIMARY SCHOOL
Pinfold Lane, Walcott, Lincoln LN4 3EX
GROUP 1 - ROLL 55
REF: T740
Headteacher required for April 1988. SAE for form and details to Director of Education (Teachers' Staffing Section), County Offices, Newland, Lincoln LN1 1YQ.
Closing date 27 NOVEMBER 1987. (41800) 110010

HUMBERSIDE
EDUCATION AUTHORITY HEADTEACHERS
Required for April 1988 for the proposed Ainthorpe Primary School which will open in September 1988 in South West Hull. Proposed Group 5 - 450 Hull. Proposed Group 5 - 450 projected NOR in 1988 - 5-11 Age Range. All schools within Hull are to be reorganised from September 1988. In order to provide an opportunity for the successful candidate to be involved in the planning for the new school this post will commence from April 1988.

Application forms and further details from: The Director of Education, H.Q. Staffing, County Hall, Beverley, North Humberside HU17 9BA (Large SAE). Closing Date: 27 November 1987.

Humberside County Council - working towards Equal Opportunities. 110010 (22317)

KIRKLEES
METROPOLITAN COUNCIL

DIRECTORATE OF EDUCATIONAL SERVICES

LINDLEY JUNIOR SCHOOL
George Street, Lindley, Huddersfield HD3 3LY

Ref: 1138

Applications are invited from suitably qualified and experienced teachers for the HEADSHIP of this Group 5 school which caters for the age range 7-11 years. The appointment will date from Easter 1988.

Salary will be paid in accordance with the Teachers Pay and Conditions Act 1987.

Application forms and further details (SAFE please) from the Director of Educational Services (Ref: PT), Oldgate House, 2 Oldgate, Huddersfield HD1 6QW to whom completed forms should be returned within 14 days of this advertisement.

Kirklees operates an Equal Opportunities policy. Full details of which will be supplied to all applicants. (20175) 110010

Education

Head Teacher

Qualified teachers are required at the following schools:

Group 6
HUCKNALL ANNIE HOLGATE JUNIOR SCHOOL
High Leys Road,
Hucknall,
Nottingham, NG15 6EZ
Roll: 367

The vacancy is created by the resignation of the previous Head Teacher, and is to be filled as soon as possible. This is a re-advertisement and previous applicants will be re-considered.

Group 5
BALDERTON JOHN HUNT JUNIOR SCHOOL
London Road,
New Balderton,
Newark,
Notts.,
NG24 3BN
Roll: 289

The vacancy is created by the retirement of the present Head Teacher and is vacant from the Summer Term 1988.

Group 3
EASTWOOD INFANT SCHOOL
Devonshire Drive,
Eastwood,
Nottingham,
NG16 3BE
Roll: 136

The vacancy is created by the promotion of the present Head Teacher to a post with the Inspectorate, and is vacant from 1 January 1988.

Application forms and further details for the above posts may be obtained by forwarding a stamped addressed foolscap envelope to the Chief Education Officer at County Hall. Closing date 27 November. Please quote ref: Q18.

An Equal Opportunity Employer.

Nottinghamshire County Council
County Hall · West Bridgford
Nottingham NG2 7QP

Shropshire Education Committee

EQUAL OPPORTUNITIES EMPLOYER

PRIMARY HEADSHIP – GROUP 5

Applications are invited from suitably qualified and experienced Teachers for the following Headship which will become Vacant from April, 1988.

Captain Webb County Primary School
Webb Crescent
Pool Hill
Dawley
Telford
Shropshire TF4 3DU

Application forms and further particulars available from P.B. Cates, County Education Officer, Shirehall, Abbey Foregate, Shrewsbury, Shropshire, SY2 6ND, (S.A.E. essential, at least 9 x 6).

Closing date 23rd November, 1987.

Shropshire County Council

(B4033)

Shropshire Education Committee

EQUAL OPPORTUNITIES EMPLOYER

PRIMARY HEADSHIP

GROUP 4

Applications are invited from suitably qualified and experienced teachers who are Committed Christians for the following Headship which will become vacant from April, 1988. The person appointed will be required to develop this newly modernised and extended Primary School which works within an exciting Ecumenical Project.

Dawley C.E. (Aided) Primary School
Doseley Road North
Dawley
Telford
Shropshire TF4 3AL

Application forms and further Particulars available from P.E. Cates, County Education Officer, Shirehall, Abbey Foregate, Shrewsbury, Shropshire SY2 6ND

Closing date 27th November, 1987

Shropshire County Council

(B4032)

SHROPSHIRE EDUCATION COMMITTEE
Equal Opportunities Employer

PRIMARY HEADSHIP

GROUP 4

Applications are invited for the Headship of the following new school which will open in September 1988. The Headship will be effective from Easter 1988 or earlier, if possible:

PRIORSLEE COUNTY PRIMARY SCHOOL PRIORSLEE, TELFORD

Application forms and further particulars from The County Education Officer, Education Dept. Shirehall Abbey Foregate, Shrewsbury, SY2 6ND. SAE essential at least 9x6. To be returned by 23rd November 1987. (6381A)

NORTH TYNESIDE Council

NORTH TYNESIDE COUNCIL EDUCATION COMMITTEE

CARVILLE FIRST SCHOOL, The Avenue, Wallsend, Tyne and Wear, NE28 6AX.

HEADTEACHER

GROUP 4 ROLL 190 + 40 place Nursery

Applications are invited from suitably qualified and experienced teachers for appointment to the above-mentioned post from 18th April 1988.

Application forms and further details are available on receipt of a s.a.e. from the Director of Education, Education Office, The Chase, North Shields, NE29 0HW to whom they should be returned within two weeks of the appearance of this advertisement.

It is the policy of this Council to provide equal employment opportunities and consideration will be given to all suitably experienced and qualified applicants regardless of disability, sex, race or marital status. (6383A)

NORTHERN AREA

HEAD TEACHERS

(1) Honeyhill Community Primary School, Peterborough.
Group 5 plus community allowance.
The school meets the needs of 360 pupils and the local community.

(2) Orton Wistow County Primary School, Peterborough.
Group 4. (for 210 pupils)
A new school, opening in September 1988, to serve a recently developed housing area in the Orton township. Head to be appointed from April.

Required for April 1988. Possible housing assistance.

Further details and application forms available from the Senior Area Education Officer, Education Office, Touthill Close, City Road, Peterborough PE1 1JU (s.a.e.). Closing date: 27th November 1987.

CAMBRIDGESHIRE
An Equal Opportunity Employer

PRIMARY HEADSHIPS continued

KIRKLEES
METROPOLITAN COUNCIL

DIRECTORATE OF EDUCATIONAL SERVICES

NETHERTHONG J & I SCHOOL
School Street,
Netherthong, Huddersfield HD7 5AY

Ref: 1139

Applications are invited from suitably qualified and experienced teachers for the HEADSHIP of this Group 4 School which caters for the age range 5-11 years. The appointment will date from Easter 1988. Salary will be paid in accordance with the Teachers Pay and Conditions Act 1987.

Application forms and further details (SAFE please) from the Director of Educational Services (Ref: PT), Oldgate House, 2 Oldgate, Huddersfield HD1 6QW to whom completed forms should be returned within 14 days of this advertisement.

Kirklees operates and Equal Opportunities policy. Full details of which will be supplied to all applicants. (47202) 110010

MERTON
LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
MERTON IS AN EQUAL OPPORTUNITIES EMPLOYER
All applications will be considered on their merits
HOLLYMOUNT PRIMARY SCHOOL
Cambridge Road, Wimbledon SW20 0SZ
Tel: 01-946 0484
Head Teacher: Miss C. Attfield
Age Range: 5-9 years
No. on Roll: 361
HEAD TEACHER (Group 5)
An enthusiastic and suitably qualified teacher is required for the above post which becomes vacant on 1st January 1988. Merton pays the Inner London Allowance of £1,215 and relocation expenses are available in approved cases.
Closing date: 27th November 1987.
Application forms and further details are available from the Director of Education, Education & Recreation Department, Crown House, London Road, Morden, Surrey SM4 5DX. Tel: 01-545 3864. (15421) 110010

MERTON
LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
MERTON IS AN EQUAL OPPORTUNITIES EMPLOYER
All applications will be considered on their merits
HOLLYMOUNT PRIMARY SCHOOL
Cambridge Road, Wimbledon SW20 0SZ
Tel: 01-946 0484
Head Teacher: Miss C. Attfield
No. on Roll: 361, Age Range: 5-9 years
HEAD TEACHER (GROUP 5)
An enthusiastic and suitably qualified teacher is required for the above post which becomes vacant on 1st January 1988. Merton pays the Inner London Allowance of £1,215 and relocation expenses are available in approved cases.
Closing date: 27th November 1987.
Application forms and further details are available from the Head Teacher at the above address. Please enclose a stamped addressed envelope. (41633) 110010

NORTH YORKSHIRE

HEADSHIPS

Suitably qualified and experienced teachers required:-

SIRSWITH C.E. PRIMARY SCHOOL (Near Harrogate)
(Group 1)

HOLY TRINITY C.E. INFANT SCHOOL Ripon
(Group 4)

Send S.A.E. for application form and details to the County Education Officer, County Hall, Northallerton DL7 8AE.

Closing date: 27.11.87. (41841) 110010

SOLIHULL
EDUCATION COMMITTEE

GRESWOLD J.I. SCHOOL
Burryfield Rd., Solihull, West Midlands B9 2AZ

HEAD TEACHER (GROUP 6)

Required Easter 1988.

Send s.a.e. to Director of Education for details and application form, PO Box 800, Council House, Solihull, W. Midlands B91 3QU.

Closing date: 7.12.87. (41847) 110010

SOMERSET
COUNTY COUNCIL
STOBERRY PARK JUNIOR SCHOOL
Wells
HEAD - Group 4
Please see main advertisement on Page 70. (29350) 110010

STAFFORDSHIRE
ST. MARY'S C.E. (A) PRIMARY SCHOOL
Mucklestone, Market Drayton, Shropshire TF9 4DN
Readvertisement - previous applicants remain under consideration and need not reapply
HEADTEACHER (GROUP 1)
Applications are invited from suitably qualified and experienced teachers who are practising members of the Church of England for the Headship of this small rural primary school.

Application forms and further details may be obtained from the County Education Officer, (Ref: SCH/PT), 26 Northgate Street, Warwick CV34 4SR, to whom completed forms should be returned by 27th November 1987.

WARWICKSHIRE IS AN EQUAL OPPORTUNITIES EMPLOYER. (47016) 110010

STOCKPORT
BROOKSIDE PRIMARY SCHOOL
Ashbourne Drive, High Lane, Stockport, SK6 8DB
Tel: 0663 63945
HEADTEACHER - GROUP 3 - Ref: 3247
Required from 11th April 1988.

A suitably qualified and experienced teacher is required.

Application forms and further details available from and returnable to the Director of Education, Town Hall, Stockport SK1 3XE. (Tel: 061-480 4949, Ext. 3813), quoting reference, by 27th November 1987.

Stockport is an Equal Opportunities Employer. (41895) 110010

WARWICKSHIRE

HILLMORTON FIRST SCHOOL
Watts Lane, Hillmorton, Rugby CV21 4PE

APPOINTMENT OF HEAD

Applications are invited from suitably qualified and experienced teachers for the post of Head of this Group 3 school (148 on roll) with effect from Easter 1988.

Application form and further details may be obtained from the County Education Officer, (Ref: SCH/PT), 26 Northgate Street, Warwick CV34 4SR, to whom completed forms should be returned by 27th November 1987.

WARWICKSHIRE IS AN EQUAL OPPORTUNITIES EMPLOYER. (47016) 110010

WIRRAL
METROPOLITAN BOROUGH OF WIRRAL

All applicants will be considered on the basis of suitability for the post regardless of sex, creed, race or disability

EASTWAY PRIMARY SCHOOL
Eastway, Moreton, Wirral L46 8TA

Required for 11th April 1988 (or earlier if possible) **HEAD TEACHER GROUP 6 Plus S.P.S.**

Application forms and further details available from the Director of Education, Municipal Offices, Cleveland Street, Birkenhead, Merseyside L41 6NH, to whom they should be returned by 27 November, 1987. (10775) 110010

Deputy Headships (Inc. Second Masters/ Mistresses)

BARNET
LONDON BOROUGH WESSEX GARDENS JUNIOR SCHOOL
Wessex Gardens, Golders Green NW11 9RR
Tel: 01-455 9576
Roll: 413
DEPUTY HEAD TEACHER - GROUP 3
Required April, 1988.
An enthusiastic and experienced teacher required for this multi-cultural school. Please state curriculum interests. Visits welcome. Close to Brent Cross Tube Station (Northern Line). Previous applicants will be re-considered.
Removal expenses and separation allowances available.
Application forms (foolscap s.a.e.) obtainable from and returnable to the Director of Educational Services, Town Hall, Friern Barnet N11 3DL by 27th November 1987. (10757) 110010

BARNSLEY
METROPOLITAN BOROUGH EDUCATION COMMITTEE
Required Easter, 1988
LONGCAR J & I SCHOOL
Longcar Lane, Barnsley
DEPUTY HEAD Group 6
Previous applicants will be reconsidered.
PENISTONE SPRINGVALE J & I SCHOOL
Sheffield Road, Penistone
DEPUTY HEAD Group 4
Application forms obtainable from and returnable to the Director of Education, Education Department, Gernesiai Close, Barnsley S70 2HS by 27 November, 1987. (S.a.e. please). (15395) 110010

LONDON BOROUGH OF HAVERING
Mitchell Infant School
(Roll 143)
Tangmere Crescent
Hornchurch RM12 4QB
Telephone: Rainham 53265
Headteacher: Miss C.M. Johnson
Required for April 1988.

DEPUTY HEADTEACHER

Group 3

Following the promotion of the present post-holder to a headship in another Authority. This is a semi-open plan school and an interest in an integrated day would be desirable.

Havering

Application forms and further details are available (see please) from the Director of Educational Services (Ref: Staffing/DHT) Mercury House, Mercury Gardens, Romford RM1 3DR. Closing date 27th November 1987. (R19041)

Come and teach in Kent

HEADSHIPS

NORTH WEST KENT AREA
Downsview County Primary School, Junior Department (Group 4), Beech Avenue, Swanley, Kent.
School Roll: 185 (Autumn Term 1987).
Required for April 1988, for Downsview CP School, Junior Department. The school is situated in modern accommodation near the town centre of Swanley.
Further details and application forms from: The Area Education Officer, 132 Windmill Street, Gravesend, Kent. DA12 1BE. (Enclosing a stamped addressed envelope).
Closing date: 20.11.87
The Authority operates a generous disturbance allowance scheme.
Possibility of help with temporary housing in approved cases.

NORTH KENT AREA
Gillingham, Featherby County Infant School, Allington Road, Gillingham.
Group 4 (Subject to confirmation in January 1988). Roll 183 (Spring Term 1988).
Required for April 1988.
Applications are invited from well qualified and experienced candidates for this school situated in an urban area approximately 1½ miles from Gillingham town centre. Assistance is available with removal and other related expenses in approved circumstances.
Application form and further details from the Area Education Officer, Mountbatten House, 28 Military Road, Chatham ME4 4JE to whom they should be returned by 4th December 1987.

EAST KENT AREA
Dame Janet County Infant School, Newington Road, Ramsgate, CT12 6QB.
Group 4.
Applications are invited for this appointment from April 1988.
Further details and application forms available from the Area Education Office, 78 London Road, Canterbury, CT2 8LT.
Closing date: 4.12.87.

St Ethelberts RC (Aided) Primary School Dane Park Road, Ramsgate, Kent
Group 4.
The Governors invite application for this post to take up duties from September 1988. Candidates should be suitably qualified and experienced practising Roman Catholics holding the Catholic Teachers' Certificate.
Further details and application forms may be obtained from the Area Education Office, 78 London Road, Canterbury Kent (SAE please) to be returned to the Clerk to the Governors, FR. P Whelan, The Presbytery, 72 Hereson Road, Ramsgate.
Closing date 27.11.87.

WEST KENT AREA
Chiddingstone C.E. (Aided) Primary School, Chiddingstone, Edenbridge, Kent TN8 7AH. Roll 29.
Applications are invited for this position at this Group 1, Church Aided first school with effect from April, 1988.
Further details and application forms are available from Area Education Office, (ref: PT/SD), 39, Grove Hill Road, Tunbridge Wells, Kent TN1 1SL, to whom they should be returned by 4th December, 1987.

Shoreham County Primary School, Shoreham, Sevenoaks, Kent TN14 7SN.
Junir Mixed and Infants. Roll 57 (Autumn Term).
Required for April, 1988, for this Group 2 Primary School.
Further details and application form from the Area Education Officer (Ref: PT/SD) 39, Grove Hill Road, Tunbridge Wells, Kent TN1 1SL, a.s.e. please, to whom they should be returned by 4th December, 1987.

SOUTH KENT AREA
Deal — New County Primary School (Group 4) Northwall Road, Deal CT14 6PN
Applications are invited for this post at this new school to be formed by the amalgamation of Deal Methodist (Controlled) Junior and North Deal Infants School at 1st September 1988.
It is intended that the Headteacher designate will take up appointment at the beginning of the Summer Term 88.
Further particulars and application forms available from and returnable to Area Education Officer, 3 Shornciffe Road, Folkestone, Kent CT20 2SG.
Closing Date: 4th December 1987.

SOUTH KENT AREA
Victoria Road County Primary School, Victoria Road, Ashford TN23 1HQ
Group 4 Roll 175
Applications are invited for this post (Group 4) from April 1988.
Closing date 27th November 1987.

Wittersham CE (Aided) Primary School, Wittersham, Tenterden, Kent TN30 7EA
Required for this Group 2 school (roll 100 January 1988) from the beginning of Summer Term 1988.
Closing date for return of applications 27th November 1987.
RE-ADVERTISEMENT: Previous applications will be considered.

DEPUTY HEADSHIPS

NORTH KENT AREA
Gillingham, Richmond CP Infants School Richmond Road, Gillingham, ME7 1LS (Tel: Medway 52184)
Group 4
Required for April 1988.
Applications are invited from suitably qualified teachers who are able to offer a significant contribution to the Curriculum. Initially Mathematics and Computers are a priority. The successful candidate will have an opportunity to develop Management skills and will be expected to work closely with the Headteacher. Prospective applicants are encouraged to visit the school by arrangement with the Headteacher.

WEST KENT AREA
Sissinghurst C.E. Primary (Aided) School, Sissinghurst, Cranbrook, Kent TN17 2JG.
Roll 104 Group 3.
For April, 1988, applications are invited from suitably qualified and experienced teachers for this post in this Church (Aided) School in the village of Sissinghurst. An interest in the curriculum areas of maths, science and games would be welcomed and applicants should be sympathetic to the close links between School and Church.
Application forms can be obtained form the Area Office, 39, Grove Hill Road, Tunbridge Wells, Kent TN1 1SL, and returned by the 4th December, to the Chairmen of Governors, The Revd. I.M. Butler, The Rectory, Frittenden, Cranbrook, Kent TN17 2DD.

MAIN SCALE INCENTIVE B

NORTH WEST KENT AREA
Painters Ash County Primary School, Masefield Road, Northfleet Kent DA11 8EL.
Required for spring term or as soon as possible an experienced teacher able to assume responsibility for infant classes in the school. Applicants should be forward looking and able to offer expertise in curriculum development.

MAIN SCALE

NORTH KENT AREA
Gillingham, Parkwood County Primary School (Infant Department) Deanwood Drive, Rainham, Kent ME8 9LP.
Required for January 1988 an enthusiastic and committed teacher for a top infant class. Please state special curricular interests. Visits to the school welcomed.
Letters of application with cv and name/addresses of 2 referees asap.

WEST KENT AREA
Kemsing County Primary School, Sevenoaks, Kent TN15 6PU.
Two Teachers required for Summer Term 1988.
1. A Reception Class Teacher. Whole language child centred approach essential. Responsibility for language development in early years.
2. A Teacher for Middle Infants, should be prepared to share responsibility within areas of Science and Environmental Studies. Commitment to whole language approach and reading through "real" book essential. (B1898)

KENT County Council

Unless otherwise stated, applications should be sent to the Head of the School concerned (SAE please).

PRIMARY DEPUTY HEADSHIPS
continued

DEVON
Please see display advertisement on Page 63. (10733) 110012

DORSET
CHRISTCHURCH C. INFANT SCHOOL
Addiscombe Road, Christchurch BH23 2AE
Required Easter 1988 Deputy Headteacher Group 4.
Details and application forms from the Staffing Officer, Eastern Area Education Office, Portman House, Richmond Hill, Bournemouth BH2 6ER on receipt of S.A.E. Closing date 4th December 1987. (41941) 110012

Wiltshire
AN EQUAL OPPORTUNITY EMPLOYER

DEPUTY HEADTEACHER POST

Beechcroft Infants' School, Beechcroft Road, Stratton, Swindon, SN2 6QE
Head Teacher: Mrs D. Harling
Estimated N.O.R. (January 1988) – 196

Required Easter 1988, earlier if possible, an enthusiastic, committed teacher for this Group 4 Urban Infants' School. Applicants should wish to have the opportunity to develop managerial and administrative skills and be prepared to lead staff discussions in curriculum development.

Application forms and further details (S.A.E. please) available from, and returnable to, the Head Teacher at the school. Closing date 27th November, 1987.

MAIN SCALE POST
Westbury C.E. Junior School, Oldfield Park, Westbury, BA13 3LY
Group 5 **NOR 268**
Permanent Post

Experienced primary teacher required initially to teach a first year Junior mixed ability class. Starting in January or April, 1988.

Application forms and further details are available from the Head Teacher at the above address (S.A.E. please). Closing date 4th December, 1987.

SPECIAL EDUCATION POST
Springfields Special School, Curzon Street, Calne, Wilts, SN11 0DS

Springfields is a residential special school for children with severe social, behavioural and educational problems.

Required from January 1988 or as soon as possible thereafter a Main Grade plus Rate B Teacher for C.D.T. and Basic Subjects. Application form and further details available from the Head Teacher (large S.A.E. please). Closing date 27.11.87.

AN EQUAL OPPORTUNITY EMPLOYER (60873)

BUCKINGHAMSHIRE
COUNTY COUNCIL
HOLY TRINITY C.E. (A) MIDDLE SCHOOL
Wethered Road, Marlow, Bucks. SL7 3AG
Headteacher: Mr. K. Godfrey, A.C.P.
Required for April 1988 a Deputy Headteacher for this Group 4 Middle School. Applicants must be communicant members of the Church of England.
Further details and application form available from the Area Education Officer, the Area Education Office, Thame House, 9 Castle Street, High Wycombe, Bucks. Tel: 0494 442277. Closing date 27th November, 1987.
In approved cases the County Council offers a substantial housing and relocation package. (47212) 110012

BUCKINGHAMSHIRE
COUNTY COUNCIL
SANDS COUNTY MIDDLE SCHOOL
Mill End Road, High Wycombe, Bucks. HP12 4BA
Headteacher: Mr. A. Robertson
Required for April 1988 a Deputy Headteacher for this Group 6 Middle School.
Further details and application form available from the Area Education Officer, Thame House, 9 Castle Street, High Wycombe, Bucks. Tel: 0494 442277.
Closing date 27th November, 1987.
In approved cases the County Council offers a substantial housing and relocation package. (47210) 110012

EAST SUSSEX
HURST GREEN CE SCHOOL
Hurst Green, Etchingham TN19 7PN
From Easter 1988 a Deputy Headteacher. For this Group 3 School. Initially to teach lower juniors. To be responsible for Humanities/Environmental studies throughout the school (different area of responsibility could be considered) and take active part in Curriculum development. Music an advantage.
Relocation grants in approved cases.
Application forms and details from the County Education Officer, PO Box 4, County Hall, St Annes Crescent, Lewes BN7 1SG (sae please) to be returned to Head Teacher. Closing date: November 30. (47125) 110012

EAST SUSSEX
PLUMPTON CP SCHOOL
Southdowns, Plumpton Green, Lewes BN7 3EB
Roll: 105
From Easter: Deputy Head Teacher for this Group 2 School. An enthusiastic and imaginative teacher sought to take a leading role in curriculum development and internal organisation, who will demonstrate high standards of classroom practice. Please state curriculum strengths.
Re-advertisement, previous applicants will be reconsidered.
Relocation grants in approved cases.
Application forms and details (see please) from the County Education Officer, PO Box 4, County Hall, St Anne's Crescent, Lewes BN7 1SG. Returnable to the Head Teacher by November 27. (47098) 110012

ENFIELD
LONDON BOROUGH OF ENFIELD
ALMA PRIMARY SCHOOL
Alma Road, Enfield EN3 4UQ
HONILANDS PRIMARY SCHOOL
Lovell Road, Enfield EN1 4RE
Required Easter 1988, DEPUTY HEADTEACHERS due to the promotion of the present postholders.
For further information please refer 'Primary Headship' page. (10767) 110012

ESSEX
MILTON HALL PRIMARY SCHOOL
Salisbury Avenue, Westcliffe-on-Sea
Tel: Southend 330758
(Roll 301)
DEPUTY HEADTEACHER - GROUP 5
Required April 1988.
The successful candidate will have a clear understanding of modern primary practice and a caring, sensitive approach to childrens needs. Visits to the school welcomed.
Further details and application forms available from, and returnable to South East Essex Area Education Office, Civic Centre, Victoria Avenue, Southend-on-Sea, Essex. Please enclose large s.a.e.
Closing date: 4th December 1987.

WHITE BRIDGE INFANT SCHOOL
Greenstead Road, Loughton IG10 3DR
Tel: 01-508 8624
(Roll 150)
DEPUTY HEAD - GROUP 3
Required April 1988.
Experienced and enthusiastic teacher able to take leading role in curriculum development and school management. Please state particular interests/abilities.
Details and application forms from Area Education Office, St. John's Road, Epping CM16 5EB on receipt of s.a.e.
Closing date: 27th November 1987. (41826) 110012

HERTFORDSHIRE
LAURANCE HAINES INFANTS' SCHOOL
Vicarage Road, Watford WD1 8DD
Required April, DEPUTY HEAD (Group 4 + London fringe allowance £309). A commitment to Multicultural Education, and the ability to co-operate closely with the adjoining Junior School essential. Music desirable. Candidates invited to visit school - please phone Head (Watford 39905).
Application forms and further details from Headmistress to be returned no later than Friday 30th November 1987. (22595) 110012

HERTFORDSHIRE
LAURENCE HAINES INFANTS SCHOOL
Vicaragte Road, Watford WD1 8DD
Required April, DEPUTY HEAD (Group 4 + London fringe allowance £309). A commitment to Multicultural Education, and the ability to co-operate closely with the adjoining Junior School essential. Music desirable. Candidates invited to visit school - please phone Head (Tel: Watford 339905).
Application forms and further details from the Headmistress (please enclose s.a.e.) to be returned by Friday 30th November 1987, (41873) 110012

HILLINGDON
LONDON BOROUGH OF HILLINGDON
WEST DRAYTON PRIMARY SCHOOL
Kingston Lane, West Drayton, Middlesex UB7 9ED
Headteacher: Mrs K. Evans
Required for April 1988, a Deputy Headteacher for this group 4 school.
Application forms from the Director of Education, Civic Centre, Uxbridge, Middlesex (Tel: Uxbridge 50431). Closing date: 27.11.87.
Outer London Allowance Payable. (10718) 110012

BRENT EDUCATION

DEPUTY HEADTEACHER (Group 5)
LEOPOLD JUNIOR MIXED AND INFANT SCHOOL, Oldfield road, NW10 (Tel: 01-459 6554) (Roll 240)
Required from January 1988 —
DEPUTY HEADTEACHER (Group 5)
Applications are invited from qualified teachers preferably with experience of the full primary age-range. The successful candidate would, in addition to the duties normally assigned to the post, be expected to make significant contribution to curriculum development throughout the school. He/she will be expected to teach in a class in the first instance. The staff are keen to develop close links with parents and the wider community.

INFANT TEACHER – Main Grade
GLADSTONE PARK INFANTS SCHOOL, Sherrick Green Road, NW10 1LB (Roll 272) (Tel: 01-452 1027)
Required as soon as possible –
Enthusiastic, experienced INFANT TEACHER to be in charge of a class and to be responsible for co-ordinating mathematics throughout the school. (MPG) Candidate must be fully committed to equal opportunities in education and to raising standards of attainment for all children.

INFANT TEACHER (Main Grade)
INFANT LANGUAGE CO-ORDINATOR (Main Grade)
KENSAL RISE JUNIOR MIXED AND INFANT SCHOOL, Harvist Road, London NW6 6HJ (Tel: 01-969 7822) (Roll 240) Social Priority Allowance £201 – £276
Two teachers for vertically grouped (4-6 years) Infant Classes, to work in co-operation with another parallel class in a lively, progressive department. This multicultural school is developing close links between school and home, and school and community.
Required as soon as possible —
INFANT TEACHER (Main Grade) will develop an area such as computer-assisted learning, support for special needs or music, or another special interest to be agreed.
Required in January 1988 —
INFANT LANGUAGE CO-ORDINATOR (Main Grade) with responsibility for infant Library.
The teachers appointed will work in a closely integrated department of six classes. The majority of children are of Afro-Caribbean or Asian origins.

The school is developing close links between school and home, and school and community. There is a special emphasis on Home-School Reading links, on practical work in Mathematics, and on child-centred education.
Applicants should be experienced, enthusiastic and committed to child-centred learning, with a sound knowledge of child development, and be prepared to work closely with other members of the Department and contribute ideas on curriculum development and teaching methods.

SCIENCE CO-ORDINATOR (Main Grade)
NORTHVIEW JUNIOR MIXED AND INFANTS SCHOOL, Northview Crescent, NW10 1RD (Tel: 01-450 7982) (Roll: 186 + Nursery)
Required from January 1988 —
Full-time SCIENCE CO-ORDINATOR (Main Grade). An experienced and enthusiastic Infant or Junior class teacher to take responsibility for developing Science and Technology throughout the school. The successful candidate will be paid two additional increments on the main grade at the discretion authorised to the LEA in paragraph 4 of appendix 2 of the Teachers' Pay and Conditions Act. London Allowance of £1215 per annum and Social Priority Allowance £201-£276 are also payable.

PRIMARY TEACHER – B Allowance
OAKINGTON MANOR JUNIOR MIXED AND INFANT SCHOOL, Oakington Manor Drive, Wembley, Middlesex HA9 6NF (Tel: 01-902 2871)
Required as soon as possible –
PRIMARY TEACHER (B Allowance) with particular experience in teaching three to seven year olds. The candidate will be expected to lead a large enthusiastic staff already involved in developing language and literacy across the curriculum. Visits welcome.

TWO CLASS TEACHERS (Main Grade)
PARK LANE JUNIOR MIXED AND INFANT SCHOOL, Park Lane, Wembley HA9 7RY (Tel: 01-902 5006)
Required from January 1988 –
2 CLASS TEACHERS. Experienced Infant trained teachers on Main Professional Grade to take responsibility for Top/Middle Infants. A commitment to the continued development of the Borough Policies on race and gender is essential. Visits welcome. Apply to the Headteacher of the school.

TWO EXPERIENCED TEACHERS – (Main Grade)
SALUSBURY INFANTS SCHOOL, Salusbury Road, London NW6 6RG (Tel: 01-624 0250) (Roll: 220)
Required from January 1988 –
TWO EXPERIENCED TEACHERS required for this lively infants school. Main Professional Grade. An interest in Environmental Studies or Language and Literacy would be an advantage.

DEPUTY HEADTEACHER – Group 4 + SPA
STONEBRIDGE JUNIOR SCHOOL, Shakespeare Avenue, Willesden, NW10 8NG (Tel: 01-969 5653)
Required as soon as possible –
DEPUTY HEADTEACHER (Group 4 + SPA) Experienced and well qualified teacher to play a leading role in the development of the school. The post will carry pastoral, curricular and administrative responsibilities.
All applicants should have practical understanding and experience of curriculum planning for a multicultural society as well as management expertise and experience in developing links with parents and the community. Visits welcome.

SUPPORT TEACHER (Main Grade)
NURSERY TEACHER (Main Grade)
WEMBLEY MANOR INFANT SCHOOL, East Lane, Wembley, Middlesex HA9 7NW (Tel: 01-904 3725)
Required from January 1988 —
SUPPORT TEACHER. Experienced INFANT TEACHER (MPG) required for four and a half days per week, to facilitate in support work throughout the Infant School. The successful applicant would be involved in working with children on an individual, group and class basis in close liaison with the class teacher. There would also be some provision for individual talents to be followed, an interest in Science, Drama or PE would be appreciated.
Required from January 1988 –
NURSERY TEACHER (MPG). Experienced NURSERY/INFANT trained TEACHER to take responsibility for a 30 place part-time Nursery Unit attached to the Infant School. The successful applicant will be expected to organise the day-to-day running of the Nursery, in co-operation with the Nursery Nurse, developing the existing links with the Infant School. Applicants must be prepared to take an active part as a member of the school staff, and be fully committed to the Borough's Equal Opportunity Policy. Application forms (sae) available from the Headteacher returnable within fourteen days.

QUALIFIED TEACHERS ARE INVITED TO APPLY FOR THESE POSTS.
UNLESS OTHERWISE STATED APPLICATION FORMS (SAE) ARE OBTAINABLE BY CONTACTING THE HEAD TEACHER, RETURNABLE WITHIN 14 DAYS.
Brent is fundamentally committed to multicultural education.
Brent is an equal opportunity employer. Applications are welcome from candidates irrespective of race, nationality, ethnic or national origins, age, marital status, gender, lesbians and gay men and from disabled persons.
London Weighting of £1215 per annum is made.
BRENT IS AN EQUAL OPPORTUNITY EMPLOYER

TE9
To: The School/Office
Address ______
I am interested in the post of ______
Please send me further information
Name: ______
Address: ______

SOCIALISM AT WORK
Tameside Metropolitan Borough

Education Department

DEPUTY HEAD TEACHER POST.
Moorside Primary and Nursery School, Market Street, Droylsden, Manchester.
Applications are invited from suitably qualified and experienced teachers for the Deputy Headship of this Group 6 School.
Application forms and further details are available from and returnable to the Director of Education, Staffing Division, Council Offices, Wellington Road, Ashton under Lyne, OL6 6DL. Closing date 27th November 1987.

SECONDARY VACANCY.
Two Trees County High School
(11-16 Co-Ed. Comprehensive)
Mr. D. J. Hampson, B.A., B.Sc., Head Teacher, Two Trees Lane, Denton, Manchester, M34 1QL.
Required from January 1988 or as soon as possible thereafter, Main Professional Grade Teacher to teach all aspects of C.D.T. throughout the school to G.C.S.E. level. A teacher with particular expertise in Technology would be advantageous.
Application forms are available from and returnable to the Head Teacher at the school as a matter of urgency.

TAMESIDE EDUCATION ADVISORY AND SUPPORT SERVICE.
INSTRUMENTAL TEACHING SECTION.
Main Professional Grade Teacher of Guitar.
The Authority is seeking a person well qualified to teach the guitar across the Junior/Secondary age range. The appointee will need to possess the necessary skills to be able to teach both individual and group classes.
Application forms and job description are available from and returnable to the Director of Education, Staffing Section, Council Offices, Wellington Road, Ashton under Lyne, OL6 6DL. Closing date 27th November 1987.

AN EQUAL OPPORTUNITY EMPLOYER

LONDON BOROUGH OF CROYDON
EDUCATION COMMITTEE
Heavers Farm JM&I
Tennison Road, South Norwood, London, SE25.
Telephone: 01-653 5434

Deputy Head Teacher (Group 4)

Applications are invited from suitably qualified and experienced teachers for the Deputy Headship of this Group 4, one-form entry semi-open plan primary school. The successful candidate will be expected to take responsibility for a major area of the curriculum and to play a significant part in the management and development of the whole school.
Prospective candidates are welcome to visit the school by arrangement on Telephone No. 01-653 5434. Reasonable removal expenses will be reimbursed.
Salary: Deputy Headships Group 4
Tenable: April 1988
Please apply to The Head Teacher, Miss C Howard
Closing date: 7th December 1987.

CROYDON EDUCATION

SURREY COUNTY COUNCIL

* FRINGE AREA LONDON ALLOWANCE £309 p.a. throughout the County.
* Temporary housing may be available.
* Generous relocation expenses in approved cases.

DEPUTY HEADSHIP

FRIMLEY C OF E MIDDLE SCHOOL, Frimley Green Road, Frimley Green, Camberley GU16 6ND (Estimated NOR January 1988 is 240)

Deputy Headteacher required from April 1988 for this Group 4 School for pupils aged 8-12 years.

Salary £15,000 plus £309 London Allowance (Fringe Area).

Application forms and further details from the North West Area Education Office, 'Lismore', 9 Heathside Road, Woking GU22 7EU. (SAE please)

Closing Date: 27 November 1987.

Modern Language Teaching

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Testing times

Teaching GCSE Modern Languages. By Ewen Bird and Michael Dennison. Hodder and Stoughton. £4.95. 0 340 40876 6

This is one of seven books for teachers of different subjects at GCSE and if they are all as informative and thorough as *Teaching GCSE Modern Languages*, the series will be a necessary acquisition for every school in the country. Bird and Dennison start with a critical analysis of the national criteria for GCSE and the way in which these are translated in the modern language syllabuses of the various examining boards. They question whether the tests, in every case, do offer the best means to assess the desired skills and whether they encourage or discourage use of the target language in the classroom. They also emphasize that the new exams require a communicative approach and that testing by discrete topic areas should not imply that, in the classroom, language is parcelled out into skills. A teaching syllabus for GCSE will relate even less directly to the exam syllabus than one for O level or CSE.

GCSE presents teachers of modern languages with some hard decisions on exam entries, offering 24 possible combinations from which they have to choose the one most suitable to each candidate: They demonstrate how this could be replaced by a five-point entry scheme and consider the ways in which the various boards are applying the criteria for grading, as well as the implications of these for classroom practice, suggesting how to assess and mark classwork and homework.

After doing a very thorough job of demystification on the more remote topic of the examination in their first three chapters, the authors then go on to look at the immediate problems of application, from the departmental scheme of work, to individual teaching strategies and activities, concluding with implications for resourcing and a survey of future trends. GCSE demands teaching that is pupil-centred and emphasizes effective communication rather than grammatical accuracy. It has to be resourced with as wide a variety of materials as possible, which means abandoning the single course-book in favour of books, tapes, realia and ephemera which give authentic examples of language. Accumulating and renewing these demands time, dedication and money, which brings us back to more general issues of policy. *Teaching GCSE Modern Languages* shows the people for whom it is primarily intended how their everyday activities have been affected by the introduction of GCSE, but it will also serve to remind examiners and educational administrators of the teachers and pupils who are at the end of the line.

Robin Buss

Market forces and the language teacher

Time to sell

ANTHONY LODGE

The modern language teacher in Britain finds herself in quite a different position from that of her counterpart in Europe. On the Continent, powerful market forces push the customers in droves through the doors of her language-shop – English as the dominant world language is a "must" for all upwardly mobile Europeans; moreover, German, French, Italian and Spanish have to be learnt as well, if day-to-day contacts with neighbours across *la frontière* are to be effectively maintained. In Britain, by contrast, market-forces push the customer towards very different educational emporia: the role of English as a world language, the absence of land borders (the fact that we are surrounded not by foreign-speakers but by sea) anaesthetise us into a complacent belief that foreign languages do not matter.

Numerous bodies (educational, commercial, even political) exhort us to mend our ways in the foreign language field, but where is the evidence of improvement? A level entries in French dropped from 24,262 in 1980 to 22,140 in 1985. The equivalent figures for German and Spanish are 8,274 down to 7,949 and 2,718 down to 2,615. The Joint Matriculation Board reports a drop in entries for French from 6,064 in 1985 to 5,413 in 1986. This constitutes a total loss of 24 per cent since 1983 and is most significant when we remember that this Board accommodates some 25 per cent of the national entry for French.

The situation is particularly serious among boys, who make up only 25 per cent of candidates at A level and 17 per cent at degree level. If we could rely on girls ultimately taking up the major decision-making positions in our society, the gender disparity would be more tolerable. But we cannot. Instead we are blessed with a class of predominantly male managers and administrators whose ability to function confidently in any language other than English is on the whole rudimentary.

It is hard to believe that the effects of this are not reflected in our trade deficit in goods and services with Europe – it is easy for us to *buy* in English but very much harder to *sell*. Even more damaging perhaps are its long-term consequences for the health and vitality of British culture (in the non-aesthetic, anthropological sense of that word): foreign languages are the indispensable key to foreign cultures, to new ways of looking at the world, to different modes of problem-solving. In an insular English-bound framework we are obliged to look for alternative models and solutions to our difficulties either back into our own Victorian past or out across the Atlantic.

Neither of these can be relied on, the former being anachronistic and the latter incongruous – given the huge disparity of scale between the American economy and our own. It would be ludicruous to deny the dominance of America in most spheres of technology, but no less so to grant it a monopoly. We urgently need access, in all branches of our society, to fresh cultural influences and to different modes of problem-solving. Anyone who has spent time in Europe is aware that there exists there a wide range of alternative solutions from which we can learn – provided we British, in all walks of life, have access to them, provided we can penetrate Europe deeply enough to see them. And why stop at Europe? The Soviet bloc and the Far East obviously have a great deal to teach us too.

Since the consciousness of our foreign language needs is so patchy, market forces in the area of foreign language learning in Britain cannot be relied on. How is education to respond to the challenge? The answer in one sense is simple: the world of education has to educate the public. The DES has given a valuable lead with its paper *Modern Languages in the School Curriculum*. This recommends among other things that the great majority of

continued

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Spanish: "Coloquio 40"

SONIA ROUVE

Earlier this year the education correspondent of *ABC* wrote of an "alarmante descenso del estudio del español en Gran Bretaña". *El País – Educación* had, on the other hand, just reported on "El español, un idioma en auge". In her article in these pages last October, Philippa Davidson put "Spanish in focus".

In this, the 40th year of its foundation, The Association of Teachers of Spanish will again be putting Spanish in focus, for we shall, at our exhibition "Coloquio 40", be demonstrating that Spanish *is* now a realistic alternative to French.

"Realistic" because GCSE has made publishers bolder; *¡Vaya!* the new three stage course from Nelson, fits the bill perfectly. *¡Aprobado!*, too, does just what it claims to: practise the skill areas covered in GCSE. The BBC, too, has produced the excellent "When in Spain" – a good introductory course on radio and television – and "España Viva".

An "alternative" to French? The HMI *Modern foreign languages to 16*, published in March, spells it out: "Languages other than French could be introduced . . . as first foreign languages, either on their own or as alternatives to French". The ATSP naturally endorsed this proposal in its response to HMI. Mrs Angela Rumbold supported the view in her speech to the JCLA conference at Hull when she spoke of the "immense advantages if the other great languages were on offer to more pupils to offset the domination of French", particularly as "such subjects were in demand by exporting companies". Diversification is the order of the day.

But will Spanish be "the realistic alternative" before we have trained, re-trained, or at least identified, enough teachers? Well, we know (and Paragraph 66 of the HMI document spells it out) that there is "already a pool of teachers with good qualifications in languages which they are not at present teaching."

Research is obviously necessary to find out who, where, what etc; and that is what the NFER has just set in train: a project to identify such teachers and to ascertain their qualifications. (If rusty, the new GRIST initiatives should be able to go some way to supplying some oil – teachers, ask your l.e.a. for some Spanish INSET!)

"Coloquio 40" will be taking place at King's College, London, from Thursday 17th to Saturday 19th December, and all the issues I have touched on (the place of Spanish, new courses, new exams, diversification) will be explored.

Sonia Rouve is Chairman ATSP.
Information on "Coloquio 40" from: Sonia Rouve CES, King's College 552 King's Road, London SW10 0UA.



Mexican teaching assistant Maria helping with fourth-year Spanish at Maidstone Invicta Grammar School.

Entirely in French

RUTH DURBRIDGE

All UK examinations currently available which test elementary level French are English-based and therefore appropriate only to English mother-tongue speakers. Two years ago the Pitman Examinations Institute identified the need for an examination which was written entirely in French, so as to allow candidates in any of the 72 countries in which it operates to obtain certification in French as a Foreign Language, and also to realise the dream of many teachers, that French should be the language of classroom communication.

Even with less able pupils it is possible, by keeping question rubrics simple and as similar as possible, to ensure that repetition breeds familiarization. For example, *cochez la case correcte* is easily recognized and learnt after initial teaching. An L2/L1 lexis is a further teaching and learning aid, designed to enable students to instantly and automatically recognize recurring phrases, so that they are not required to demonstrate their ability to understand the questions, but rather their ability to communicate within the confines of the task to hand.

Francais Langue Etrangère is available at two levels, each one corresponding to about 60 hours of language learning. Originally intended for young people of 15 plus and adults attending school sixth-forms, colleges or adult institutes, the Pitman Examinations Institute provides an opportunity for *ab initio* students and false beginners to gain certification in survival French for leisure or business purposes. Educators and teachers with younger pupils in mind will find that the syllabus is also suitable as a graded test scheme prior to studying for GCSE. Furthermore, the emphasis of *Français Langue Etrangère* on oral and receptive skills makes it suitable for TVEI courses.

The use of authentic tasks, as well as authentic stimulus material, is often overlooked, but PEI tests reading *with* as well as without a dictionary. There are many real-life situations, where a dictionary would normally be used, for example, when reading tourist information literature, but at 100 kilometres an hour on the *autoroute* a car driver has little time to consult a dictionary for the meaning of *Péage à 400 m*. A dictionary is allowed for the writing section (Level 2 only) as a letter requesting hotel accommodation could realistically be written with a dictionary to hand.

Listening-comprehension skills are tested using short, authentic tape-recorded items and the grid/multiple-choice test types are found in the reading comprehension sections also. As figures and letters at Level 1 and successful communication in the form of messages and letters at Level 2 are the sole writing requirement, grammatical accuracy is not considered to be important. The oral section comprises *une surprise, une negociation* and *une conversation*. See how easy it is?

The *Français Langue Etrangère* examination is available with three weeks notice, the on-demand system therefore allowing candidates to sit the examination when they are ready, as is true of other graded test schemes. Each candidate receives a profile of achievement in three or four skills, depending on the level, and a certificate if a pass is achieved in one or more skills. The reason for profiles is that they can be matched with statements describing what each grade means; this allows candidates, together with their teachers or employers, to identify the strengths and weaknesses in their use of the French language.

Language students of any age and ability need to feel that they "can do" rather than "can't do" and therefore desire recognition of their language achievement, not the frequently-experienced kick in the teeth. Encouraging the idea that you do not need to be a gifted linguist in order to get by in a French-speaking country is paramount in foreign language teaching today. The nurturing of low-level achievement and the attempt to communicate in a foreign language are increasingly desirable in a world of commercial enterprise and competition for jobs.

Specimen materials, including tapes, and a detailed syllabus are available from Pitman Examinations Institute, Chadalming, Surrey.

Ruth Durbridge is Development Officer (Examinations)

Dog days?

Cul de Sac (Bum of Bag). By Jean-Loup Chiflet.
Angus and Robertson. £4.95. 0 207 15339 6

With the replacement of grammatical accuracy by communicative competence as the criterion for assessment of language skills, there has been a rash of guides to colloquial French, described (with less and less justification) as "the everyday language you won't learn in school". Some specialize in the vulgar or obscene slang which is much more fun to acquire in the proper communicative context, and quite unexciting when printed with facing translation. *Cul de Sac*, despite its title, is not one of those.

It is harder to say precisely what it is. Arranged from A to Z, it lists slightly less than 300 headwords (at 1.65 pence per word), with literal translations, illustrated by one or more common phrases, with over-literal translations, and finally the correct meaning. For example, under "Temps" we find "un temps de chien" rendered first as "a time of dog", then correctly as "lousy weather". If this and the accompanying cartoons appeal to your sense of humour, you will probably twist yourself or laugh. For my part, I found the whole exercise altogether shaving, not to say *une douleur dans le cul*.

Robin Buss

Well met

Le Rendez-vous. By Alain Robbe-Grillet. Edited by David H. Walker.
Methuen Twentieth-Century Texts. £3.95. 0 423 51520 9

Le Rendez-vous could hardly be more appropriate as reading material for students of French, since that is precisely the form in which the novel was conceived and written. Asked by a teacher at the University of California to produce a text for intermediate language learners, Robbe-Grillet accepted this formal constraint and wrote the eight chapters of *Le Rendez-vous* in each of which the linguistic structures become progressively more complex and the verb tenses develop from present to past historic. He then enclosed it, for the French edition, in another text, *Djinn*, a fictitious account of the origin of the novel.

Naturally, since this is Robbe-Grillet, the simple language structures clothe an intricate narrative combining elements of thriller and science fiction where, from the start, the expectations of the reader and the fictional matter are denied. In effect the author exploits the apparent transparency of language to heighten the enigmatic nature of the plot and the gap between fiction and reality. As David Walker writes in his invaluable introduction, "Robbe-Grillet shows that grammar itself is no simple matter".

All in all, *Le Rendez-vous* is an ideal text to introduce students to the main concerns of contemporary French fiction and the New Novel. Like Selma Lagerlöf's *Wonderful Adventures of Nils*, commissioned in 1906 as a Swedish primary school geography text, it is destined to become a classic because, rather than in spite of, the constraints governing its composition.

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Time to sell

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pupils aged 11–16 should study at least one foreign language throughout the period of compulsory secondary education; this may well have resource implications which should not be dodged. The paper also calls for greater provision for German and Spanish as first foreign languages. The current discussions about the "national curriculum" make this an urgent problem.

In schools, the new modern languages syllabuses at GCSE are very promising. The new A levels need to be encouraged as a follow up, and we in universities will have to adapt our first-year courses to suit the new student profiles. The British have developed exciting techniques for teaching their own language to foreigners and it looks as though we are beginning at last to develop parallel techniques for teaching foreign languages to our own people.

Problems will inevitably arise as we innovate in teaching methodology: to prevent a panic-stricken flight back to the ill-founded old "certainties" when the going gets tough, we must be prepared to give teachers the necessary in-service training (particularly in applied linguistics), which will enable them to exploit and refine the new methods in the most effective ways.

The development of AS levels needs to be speeded up: the extreme specialization which marks off English 18 plus education from that of the rest of Europe (including Scotland) has for too long funnelled boys into science and girls into arts, producing technologists with no languages and linguists with no technology. AS levels offer England and Wales a graceful way to resolve the old antagonism between depth and breadth.

In higher education we await with some interest the appearance of the Nuffield Survey of Modern Languages currently being conducted by Sheila Browne. This promises to give us a reasonably up-to-date map of language provision across the country. Whatever its findings, the development of AS levels will eventually require universities and polytechnics to take on to degree-courses students with less specialized language qualifications than at present. This will probably apply to French, and other modern foreign languages may have to be prepared to offer more degree courses *ab initio* in order to rectify the traditional bias in favour of French. Furthermore, if we are to achieve a wide dissemination of language skills, we should not be slow in coming forward with schemes to combine modern languages with new bed-fellows in science and engineering.

As for the content of our degree courses, let us beware of all rushing headlong down the same trail (already blazed successfully by some universities and many polytechnics) of practical language combined with "area" or business studies. Of course greater emphasis needs to be placed on these components than in the past, but we would be deceiving ourselves if we thought that they alone will meet the nation's long-term language needs and provide the key to understanding and communicating with people of other cultures – the past is a vital part of the present (as much for them as for us). Art is a crucial element of culture (in whatever sense we choose to use the word), and mind-training is at least as important as trade-training.

Modern language teaching is too important to be left to market forces. Educationists have to intervene in the nation's long-term interest. Let us hope that, in Mrs Thatcher's third term, at least the recommendations in the paper *Modern Languages in the School Curriculum* will be given the resource backing they deserve.

Anthony Lodge is a Professor in the School of Modern Languages, University of Newcastle upon Tyne. He is writing on behalf of the Association of University Professors of French.

EXTRA

Italian: simply not being taken seriously at school level

Low in the league

PHILIPPA DAVIDSON

Why choose Italian? According to pupils whose opinions are reported in a survey carried out for *The Second Foreign Language* (D Phillips and V Stencel, Hodder and Stoughton 1984) learning Italian is all about music, football and cornettos. Perhaps this lack of a serious image is the reason why Italian has for most of this century remained fourth in the league table – eschewed by boys in favour of sturdier languages such as German, and of little interest to anyone not intending to study art, architecture or music. Italian simply isn't taken seriously at school level, confirms HMI J Trickey, despite the enthusiasm for it among pupils and teachers.

Recent policy documents on modern languages, and indeed the draft proposals for the National Curriculum, demonstrate positive Government thinking towards languages other than French. But Italianists know that bland statements about diversification mean nothing if not backed up by l.e.a.s.

The Association of Teachers of Italian (ATI) campaigns tirelessly on behalf of the cause of Italian. It is the third largest of the language associations with about 650 members, several having joined recently in search of support in preparing for GCSE. One of its current initiatives is a survey, similar to the one carried out by Wolverhampton Polytechnic on behalf of ATSP (Association of Teachers of Spanish), to determine the current position of Italian. (Findings quoted here are provisional; the final report will be available by the end of the year.)

The survey has been undertaken as a joint venture with the Italian Institute, an organization which has tended to promote culture rather than language teaching at school level, but which does offer teachers, through ATI, financial support in organizing inservice courses as well as access to its library of over 25,000 books.

Findings, based on replies to 700 questionnaires, reveal that Italian is taught in 317 institutions of which 200 are schools. Thirty per cent are in the London area where ATI chairman June Farrel, 1LEA's advisory teacher for Italian, reports a stable position with 34 schools currently offering Italian. There are pockets of interest in Bedfordshire, Wales and Lancashire, where 20 out of 115 secondary schools have Italian on the timetable. It is difficult to form an accurate picture of other areas because the subject has a tendency to disappear as fast as it is introduced.

At examination level the picture over the last 10 years looks gloomy, with 4,456 candidates for O level in 1975 and 10 years later 2,464 (a 44 per cent decline), although CSE entries rose by 39 per cent – a good omen for GCSE and the more communicative exam. At A level the decline was less steep – from 833 to 682 entries over the same period.

L.e.a.s shy away from offering Italian, claiming difficulty in finding suitably qualified teachers. Yet the survey shows that in addition to the 508 identified as teaching Italian, a further 111 were qualified to do so but were not practising.

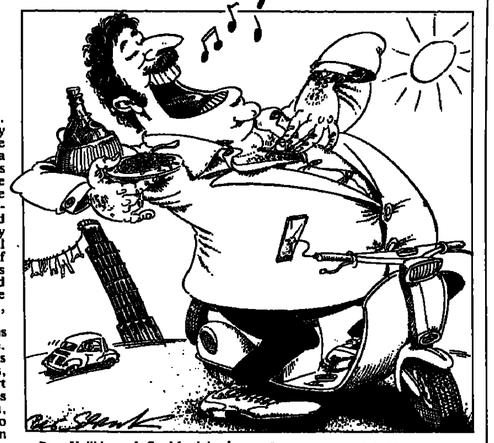
In order to bring these teachers up to the standard required by GCSE, l.e.a.s must implement a rigorous programme of inservice training and not leave the problem to occasional DES/ATI initiatives, says June Farrel.

In fact, Italian is not so poorly served by INSET as first appears. June Farrel praises the biennial Modena refresher courses, started eight years ago and financed by the DES and the Central Bureau. Courses have become increasingly communicative and project based, and teachers are boarded with families. Although the cost may be over £300, about half of which will be met by the l.e.a., there is no lack of demand. There are also 12 places every year on a course at Perugia and ATI's own courses, like the recent one on materials at the University of Kent, are always well attended.

St Martin's College, Lancaster runs an active Italian inservice programme. As the producer of Lancashire's Graded Tests in Modern Languages, the college is well placed to support teachers of French or other languages who take a level one or two in Italian, thereby receiving a qualification to teach the language and a training in methodology at the same time.

The situation in initial teacher training can only be described as dire. Although a number of departments of education and training colleges continue to offer limited provision for graduates in Italian, methodology courses are virtually non existent and French or another language to an equal standard is almost always an entry requirement. In 1985 a Nuffield Enquiry reported only one single-honours graduate in Italian in teacher training.

Students following PGCE courses will, however, always be offered teaching practice in Italian provided that schools are available. although last year, reports Bob Powell of Bath University Department of Education, only two of his Italian students were placed in schools.



Ray Halliday of St Martin's is slightly more optimistic, confirming a "steady trickle" of Italian graduates from Hull and Lancaster, although he admits numbers are down to one as against three or four out of a department of 20 linguists. Students used to be sent to Strathclyde schools on teaching practice, but because of the "tenuous" position of Italian in Scotland (*The Provision of Modern Languages in Scotland* – Consultative Committee on the Curriculum 1986) this is no longer possible.

If the topic of teacher training seems an eternal preoccupation, an even more pressing concern is lack of resources. The survey asked schools to list the courses they used and "own materials" came seventh on the list. Only eight published courses mentioned reached double figures.

The advent of GCSE means more reliance on authentic materials. Carole Shepherd, ATI secretary and NEA examiner, collects information from a local market research company and other teachers have found similar ways around their difficulties. The University of Hull acts as a distributor of teacher-produced materials and the BBC, whose course *Buongiorno Italia* is popular with schools, has been helpful in reissuing a video of its series *The Italians*.

The story from the commercial publishers, who have produced many excellent courses for the much larger further education market, is generally one of unwillingness to produce anything specifically for schools, although some supplementary materials for

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EXTRA



Photos: Chris Kelly

Italian lesson at Dartford Girls Grammar School, Kent

Low in the league continued

GCSE have recently appeared. Satellite television programmes from Italy are being recorded in some areas to add to the GCSE bank of authentic resources.

Help with coursebooks is at hand. A GCSE course, due for publication in 1990, is being developed at the University of York language Teaching Centre under the experienced eye of Mike Buckby, in conjunction with Thomas Nelson publishers. The DES is granting up to £20,000 towards the preparation of the course but commercial sponsorship is also needed.

Despite the difficulty of obtaining teaching materials, GCSE is welcomed by most teachers of Italian, particularly native speakers (about 30 to 40 per cent of the teaching force), who are at an advantage when it comes to fluency and access to authentic materials.

The teaching of Italian by native speakers, often as a community language, highlights one of the main differences between it and other minority languages. The Italian Government provides a number of places for teachers from Italy to work in areas such as Bedford, where Italian is a recognized community language and currently taught in four of the authority's schools.

An EEC funded project, Community Languages in the School Curriculum, was responsible for a number of Italian initiatives in Bedfordshire and elsewhere, but when the funding ceased so did many of the teaching projects, reports Bedford's adviser Brian Keenan.

The arrangement with the Italian Government has obvious benefits in that it allows a school to employ an extra language teacher free of charge, although there has sometimes been a conflict between the Italian approach to language teaching and more progressive British ideas. The problem has been compounded by the fact that the DES does not recognize an Italian teaching qualification and thus "inserted" teachers, as they are called, are not regarded as eligible for inservice courses.

Predictably, the number of Italians wishing to come to Britain as assistants exceeds the number of teaching posts on offer to them, reports Anthony Howick of the Central Bureau. Last year the situation reached an "all time low" with only 16 places, but this year, thanks to positive efforts by the Bureau and ATI, 27 assistants have been placed. Italianists must have found the situation last year particularly galling when the number of Spanish assistants rose in the same period by 30 per cent.

Lack of teachers, inadequate resources and poor career prospects – these comprise the third reason why schools are reluctant to timetable Italian. John Dal Din of Kingsway Princeton College, London, maintains that Italian has more importance as a commercial language than it is sometimes given credit for. In his structured A level package (he has 40 candidates for Italian this year) work experience in banking, telecommunications and the fashion and travel business is provided so that when students leave they are well equipped for future employment.

It is not difficult to find examples of positive initiatives in Italian. TVEI has provided schools like Kyneton School, Warwickshire with the opportunity to introduce modular survival courses at 14, while at Kingsthorpe School, Angela Newport, who describes Italian as a "lifeskill" has devised a mode 3 GCSE syllabus and introduced a novel method of teaching the language through music – from "Old Macdonald" to Rossini.

In Lancashire schools modern languages inspector Derek Mackereth reports the increasing popularity of the Certificate of Modern European Languages with about ten schools offering Italian for accreditation. With its acknowledged simplicity in its early stages, Italian is ideal for those pupils who have failed in French, he thinks. However, entries at GCSE are poor and this year the county had only three entrants at A level. A sad note is that Lancashire will not be applying for a Government Education Support Grant for Italian as priority has to be given to German and Spanish.

What of the future and the National Curriculum? To Derek Mackereth the "crystal ball" looks "murky". Brian Moloney, chairman of the Society for Italian Studies and former professor of Italian at Hull University, predicts the continuing dominance of French, while Peter Hall, adviser for Staffordshire, describes the language as "a Cinderella who hasn't come out of her rags".

The merging of ATI with other language associations in AFLL (the Association for Foreign Language Learning) – a move that was initially mistrusted by some ATI members – will give the subject a stronger voice. The most likely situation, as Jo Trickey sees it, is that Italian will continue to flourish in areas where it is already established.

It is perhaps appropriate to give the last word to Dr Giovanni Carsaniga, co-editor of the report on the 1979 colloquium on *Italian in Schools* (CILT 1980). In his introduction Dr Carsaniga makes the point that just because a language is not taught this is no reason to assume there is no demand for it. "If more Italian were available in schools, more schoolchildren would demand to learn Italian."

JCLA Conference, March 25–28, 1988
"Languages Breaking Barriers"

Weekend whirl

JOAN MACRAE

The Joint Council of Language Associations' conference has been described as the single most ambitious national event geared to the professional development of teachers of foreign languages. Conference aficionados go further and claim that the weekend whirlwind of plenaries, talks and workshops is an experience "simultaneously stimulating and exhausting — definitely not to be missed". High praise indeed for a conference which takes place at the end of the killer second term.

Compliments on previous conferences are seen as a double-edged sword by the annually-elected conference committee which, in best showbusiness tradition, realizes that the JCLA conference is only as good as its last performance. The conferences at Hull University not only broke all previous attendance records (1,000 delegates at the peak times of Saturday afternoon and Sunday morning), but it also recorded the highest accolades ever given to a host university in terms of hospitality, co-operation and service.

The desire to capitalize on the success of Hull and to expand on chairman Peter Downes' inter and extra-curricular aspirations for foreign language learning and teaching has inspired the '88 conference committee and determined the conference title: "Languages Breaking Barriers". It will take place from March 25-28, at Warwick University.

The particular barriers that the 1988 conference will attempt to break down are those concerned with awareness: the awareness which learning or teaching a foreign language brings to the European and international arena: the extent to which language experience in secondary school complements and supplements the needs of further education and industry, and the resulting move towards a more learner-centred, less teacher-dominated, more curriculum-orientated approach. The barriers of community relations, ability, methodology and learning relationships are equally real.

The '88 conference will attempt to address all the above problems with practical advice from workshops and first-hand experience. Plenary speakers have been finalized for Saturday, March 26 (the day of European/international awareness): the morning session will be shared by D Peacock, Hon Chairman for UK Centre for European Education and J P Carpenter, Deputy Director, Central Bureau. In the afternoon the keynote address will be given by Maitland Stobart, who will share the Council of Europe perspective with delegates.

Sunday's plenaries will be devoted to foreign and second language learning within the community and changing methodology to meet changing educational demands. Monday, March 28 will be industry day. The warm reception given to Doug Embleton of ICI Plc and Steve Hagen of Newcastle Polytechnic (JCLA, Hull 1987) suggests that teachers of foreign languages will welcome the chance to forge closer links with colleagues in industry.

Alongside the mainstream programme the popular publishing exhibition will display current course books and examination syllabuses, and offer an invitation to pillage free samples of posters, badges and pencils: as well as a diary of social events.

It may come as a surprise to some people realize that JCLA exists beyond conference. The other arm of JCLA, the Policy Committee, is active throughout the year, responding, on behalf of foreign language learners and teachers, to all national consultative documents. Most recently, statements have been issued on "Foreign Languages in the Curriculum", "The National Curriculum" and "Grant-maintained schools".

Annual undertakings of the Policy Committee, along with skeletal proposals for future activity are offered to all JCLA conference delegates under the title of "Matters for Discussion". If discussion matters then this session will be the most unpredictable, member-led and therefore most exciting slot of the whole conference.

JCLA itself is an umbrella organisation serving the interests of several constituent organizations — ADULT, ATI, ATSP, ATR, BALT, MLA — yet the Council does not have its own membership and worries that its efforts to promote foreign languages within the UK have become diluted by the so-called diversity of interest. In an attempt to concentrate effort and activity, representatives of the founding associations are exploring means of forming the unitary association for FL teachers "The Association for Language Learning". The new association will come into being in January 1990 and will attempt to give all foreign language teachers a fully professional service, including access to language-specific and general interest journals, and an invitation to participate in locally and regionally organized activities.

The Association for Language Learning is, as yet, in embryonic form but it may be the *enfant terrible* of the next decade. It has vision, it has ambition and it will take foreign language learning where it belongs — into the 21st century.

Further information on AFLL from the Secretary, JCLA, Marton, Rugby, or CILT, Regent's College, London. NW1 4NS (Enclose SAE)
All local authorities will be circulated with details of 1988 JCLA Conference

Odd little book

Entendu! A Beginner's Guide to French. By Leslie Gurney Bishop. Europa Language Services (33 Mount Avenue, Stone, Staffs). £5.95. 0 951 11998 03

Described by its author as "a first look" at French, this is an eccentric little book, presumably intended as a language course, but conceived with an utter disregard for the problems that beginners are liable to encounter.

The "method" consists in transcribing vocabulary lists and grammatical notes ("a kind of therapy . . . pride can be taken in correct spelling and clear handwriting"). The Past Historic tense is introduced by page 22 (including the second person singular!) and the reader is invited to practise it on every possible occasion. Scattered around in this are cultural snippets, "based on one man's experiences during a dozen short visits to France" and questions ("Write not more than 100 words on the historical links between Britain and France" – try it).

The book concludes with literary extracts in verse and prose, preceded by some "translation passages", complete with howlers ("Retournez bientôt en France!' supplia Nina en baisant son amie . . ."), confusion of tenses and idiosyncratic opinions about the country, which make this a charming curiosity, though hardly adding to its value for those unacquainted with the language.

Robin Buss

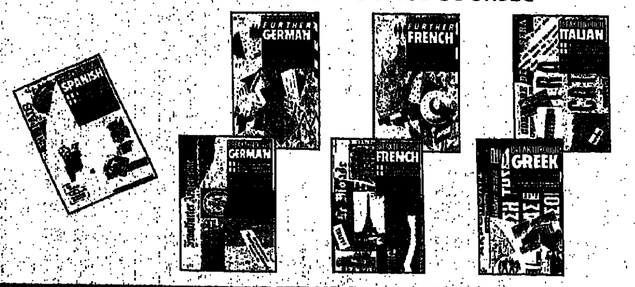
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Funds have been obtained to run a second event in 1987/88. The National Festival will take place at the University of Warwick on October 15, 1988. This will be preceded by a Festival all over the country. The final for the awards scheme will be on October 15, 1988. Awards applications are required by December 20 1987. An information leaflet is now available from: Christine Wilding, Festival of Languages, Marton, Rugby. CV23 9RY.

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EXTRA

Interlinked approach

En Direct. By Jean-Claude Gilles. John Murray. Pupils' Book £3.95. Teachers' Resource Book £10.00.
Par écrit. By Eva Fowler. Oxford University Press. £2.95.
N'hésitez pas! By Denise Jolivet and Jeanette Kitteringham. Edward Arnold. Book £2.95. Cassette £7.50.
Attention! and Jeux de Mots. By Barry Jones. Cambridge University Press. Books £1.95 each. Cassettes £8.50 + VAT each.

As the syllabus for GCSE French was defined after the preparation of many course books, supplementary material for the final year, for both teachers and pupils, is essential. The broader aims have been known for some years, and most recent course books are still relevant to general language teaching for both basic and higher levels. The paramount need is for considerable practice in every foreseeable exercise in the interlinked approach to listening, reading, speaking and writing. Teachers have consequently sought to develop imaginative, interesting and innovative exercises to this end.

In the last year of the GCSE course, the teacher is not primarily the focal point but an initiator. At this stage the pupils themselves must take over, the corollary being that supplementary material must also be directly relevant to the transitional phase.

En Direct fulfils all the criteria by which final year supplementary material should be judged. Each unit is devoted to one of 14 topics, each of the latter dealing with all four skills, both at basic and higher level. This approach is facilitated by the questions at the two levels being on facing pages. Each page is subdivided into skillfully devised exploitive tasks. The Teachers' Resource Book contains transcripts of all tape-recorded material available on those cassettes.

As the *sine qua non* in GCSE is authenticity, the floodgates are open for an abundance of relevant illustrations. Course writers have been alert to this aspect for many years, and *En Direct* is no exception. Within its pages France is brought visually and vividly into the classroom. The Teachers' Resource Book is invaluable; no better or more apposite summary of the aims of GCSE could be found than on Page 66: here are definitive guidelines for all four areas. There are no superfluous suggestions as to *how* to teach, but eminently useful advice on maintaining continuous assessment charts. Churchfields School is very fortunate in having the author as head of modern languages.

Par écrit is a detailed study of one of the four areas, but extends this to 12 topics. A concise introduction is followed by 12 units packed with enterprising writing suggestions, which will not only interest, intrigue and amuse all pupils, but stimulate the more imaginative into exercising their talents. Implicit in the examination is "stimulation", and *Par écrit* demonstrates how teachers can act as the trigger for this. Basic and higher level tasks are clearly differentiated, but there is a judicious admixture of material suitable for both. All units contain relevant vocabulary lists, and the book concludes with a full English-French vocabulary. It is difficult to envisage any better exploitation of this area of the examination.



Photos: Sally & Richard Greenhill

The preface states that *N'hésitez pas* deals with five main topic areas but, according to the back cover, only three. There are indeed five units, with topic areas overlapping. Emphasis is on practice in listening and reading comprehension, question and answer work and role play. The illustrations are eminently authentic, and each unit has several vocabulary lists comprehensively covering the exhaustive treatment of the chosen topics. Whether the material is used for basic or higher level is left to the teacher. A little tidying up of illustrations is called for, eg the reply on an undefined date in 1988 to a letter purportedly written in 1983! The book concludes with full scripts of the recorded material. The taped French is superbly "authentic", but delivery is rather wooden. More liveliness would help as well as an effort to make the conversation seem precisely that, rather than readings from a script.

Attention! and *Jeux de Mots* complete the series of six books designed to further communicative skills. The target is not the final year of GCSE, and hence there is no reference to basic or higher levels, nor to specific topics, though all subjects covered are relevant. Arguably, foreign languages need a "foundation" year for pupil orientation. These books are eminently suitable for such a purpose, being specifically for first and second year pupils. *Attention!* is primarily concerned with listening and reading and *Jeux de Mots* with speaking. Both are immense fun and the *mécanisme* sections adequately cover structural material needed in the first two years. The cassettes are essential as most questions are based on the recorded material. Both profit and enjoyment will be obtained from these lively and inventive little volumes.

Philip Lewis

Situations

Porte Ouverte, By Tony Mais, Alan Proffitt and Helen Silverstone. Heinemann. £3.95. 0 435 37825 2

Porte Ouverte offers task-based skills practice in reading, speaking, listening and writing for GCSE French; there is a set of cassettes and a teacher's resource pack with teaching notes, transcripts and photocopy masters to go with this pupil's book.

There are 12 chapters, each broadly covering a topic area like tourism, travel, school or meeting people, and containing exercises for listening comprehension, role-play or other speaking activities, reading and writing. Some of the stimulus materials for these are authentic: menus, telegram forms, extracts from brochures, advertisements, newspaper clippings and so on. There are letters from pen friends to answer, documents in English that have to be explained for the benefit of visitors and some fairly long passages in French to scan for particular items of information.

Given the inherent artificiality of classroom learning, the situations have been made as authentic as possible and the range of topics and skills covered is impressive. It will prove a valuable addition to the resources of teachers preparing students for GCSE French. My chief reservation about the book is to do with the amount of English used in it, but this is an effect of the examination. All the questions are in English and, as in GCSE itself, the reading and listening comprehensions also have to be answered in English. It could be argued that this is inevitable when one is trying to set up situations that students might encounter in real life, but it tends to discourage the use of French as the "normal" medium for classwork, an artificial convention that still provides the best environment for learning a foreign language.

Paul Caron

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EXTRA

GCSE German vocabulary

A cause for concern?

MARGARET WIGHTMAN

The five GCSE Groups each produced their own lists of German vocabulary and structures as part of their syllabuses. I have been investigating the similarities and differences between them. The Groups set out their requirements in different ways, so my first task was to produce five master lists compiled on the same basis. The shortest of my lists contained around 1,900 words, the longest over 2,500 (see Table 1). How many words ought they to include? The Goethe Institut says that a German's first 1,000 words cover 80 per cent of *all* the words in daily use, and that the commonest 4,000 words make up 97.5 per cent of any given text.

The Groups specify the overwhelming majority of items for "productive" use. WJEC lists a mere 60 items (out of 2,513) for recognition only; NEA lists *none at all*. This does not reflect normal life. In our mother tongue we recognize three or four times as many words as we actually use.

Although the lists average some 2,300 items, the Groups together prescribe around 4,200 *different* words and phrases. 830 of these (less than 20 per cent) occur on all five lists, but when the "level" of words is taken into consideration, consensus dwindles to 570 at "basic level" and only six at "higher/extended level"! (see Table 2).

The 830 words of the common core include *Dieb* (thief), *stehlen* (to steal), and *betrunken* (drunk), which are probably encountered more frequently in O level comprehensions than in daily life. Yet the core does NOT contain *ja, nein, danke, Vater* (father), *Geld* (money), *kosten* (to cost), *zwischen* (between) – and so on. There are curious inconsistencies: WJEC doesn't list *Ei* (egg) except in the compounds *Rührei* (scrambled egg) and *Spiegelei* (fried egg), yet it does list *hartgekocht* (hard-boiled) and *weichgekocht* (soft-boiled)! LEAG doesn't include the basic preposition *aus* (out of, from) except in the expressions *aus gold* (sic!) (made of gold) and *aus silber*. and it omits *Garten* (garden) and *Schule* (school), while requiring its candidates to talk about both! SEG alone has neither *arbeitslos* (unemployed) nor *Arbeitslosigkeit* (unemployment); is this perhaps one of the regional differences between syllabuses which are perfectly legitimate?

Many such oversights could have been avoided with a more methodical approach and more time; on the other hand the inclusion of an item is clearly intentional. About 1,350 items (almost a third) are unique to one of the five Groups (see Table 1); of these a handful eg. *alkoholfrei* (alcohol free); *Würstchen* (sausage), *Zahnschmerzen* (toothache), are worthy of wider consideration.

However, others such as *Pressenotiz* (press release), *Impfpaß* (vaccination certificate), *Invalide* (war-wounded soldier), *Provision* (agent's fee), *Spielraum* (room for manoeuvre) and *Keilriemen* (fan-belt) are rather strange; some fairly take your breath away, especially in a 16-year old context: *Büstenhalter* (brassiere), *vergewaltigen* (to rape)! LEAG's list in particular contains non-authentic words (*Deutschmark, Stadthotel*), and others such as *Bidet, Promenade* and *Sandwich* which have been lifted from the French vocabularies without considering their relevance in Germany. There are pointless "translations" from the French lists (*ist das . . .? = est-ce que . . .?; einen Löffel voll = cuillerée; 20 Stücke* (sic!) = *vingtaine*), and even the odd howler (*Maskito* instead of *Mücke*). GCSE claims to set great store by authenticity, but much of what the Groups are requiring is certainly not authentic; their specimen papers confirm that impression – alas.

A number of words (*Bank, Arbeit, Stunde, Birne* etc) have a range of meanings, but it is not clear which of them candidates are expected to know. LEAG lists *Fächer*, which looks to be a singular word – meaning a (lady's) fan! It could however be a plural with several different meanings, but why list it at all when its singular (*Fach*) immediately precedes it? If the Groups gave us definitions, we'd also find out what *fehlt, Neustadt, Kinderbier* and so on are intended to mean!

The words which didn't make it into the lists are also revealing. All Groups expect candidates to buy petrol, yet none provides the vital word *bleifrei* (unleaded), which was current long before the syllabuses were finalized. *Rechner* (calculator), *Computer, Videorekorder, Geschirrspülmaschine* (dishwasher) etc. are not always included, or not in an authentic version. Only LEAG includes the modern word for farmer (*Landwirt*); other Groups have to make do with *Bauer*. Yet with Heathrow on its doorstep, LEAG fails to list *Flughafen* (airport), and offers only *Flugplatz* (airfield or airstrip). So much for the new examination being up-to-date.

TABLE 1

Total number of items specified by each Group:	Items omitted by one single Group:	Items included by one single Group:	Each Group is out of line:
LEAG: 1,910	312	378	690 times = 36%
MEG: 2,519	11	169	180 times = 7%
NEA: 2,398	18	69	87 times = 4%
SEG: 1,960	145	263	408 times = 21%
WJEC: 2,513	91	481	572 times = 23%

TABLE 2

Total number of items specified: approximately	4,200	
Items common to all Groups regardless of level:	830	(= 19.7%)
Items common to all Groups at 'basic' level:	570	(= 13.5%)
Items common to all Groups at 'higher' level:	6	(= .15%)

GCSE aims to be strong on communicative competence, but most Groups supply few colloquial words. Some Groups do not even list the utterly basic *kriegen* (to get) and *gucken* (to look). However NEA and SEG do list respectively *Scheiße* and *Mist* (shit!), which will certainly create an impression on German hosts, especially if used by an otherwise tongue-tied teenager! An inadvertent misuse of *stempeln gehen* (to sign on the dole AND "to have it off" – NEA) really would raise a few eyebrows!

All Groups state that they aim to encourage positive attitudes towards German-speaking countries and German speakers. Some do not even include the names and currencies of these countries, and there is little evidence of a deeper interest. It ought to be possible to teach the culture(s) through the medium of German, but without expanding the lists, whole areas of life (school, festivals, annual events) remain largely out of reach. Even LEAG, which prescribes a topic "Yearly Routine, Festivals and Holidays", fails to supply much of the necessary vocabulary. Will teachers be prepared to add to the already heavy teaching load to fulfil this aim?

With so many notable absentees, it is difficult to see why *Feuerwehrmann* (fireman), *Greis* (old man), *Einbrecher* (burglar), *Leiter* (ladder), *Maus* (mouse), *Taschendieb* (pick-pocket), *Notlandung* (emergency landing) etc are included, unless it is to "service" the traditional melodramatic picture story. *Brieftasche* (wallet – which teenager would carry one?) on the other hand looks more like a suitable object to report lost at the *Fundbüro* (lost-property office)! LEAG's many crime-related words originate in the topic "Crime and the Law", which is unique to that Group.

Is this how to "create positive attitudes towards German speakers"? A separate list of topics for each language might have served much better – issues current in Germany, such as *saurer Regen* (acid rain), *Waldsterben* (forest decline), *Atomkraft* (nuclear power), *Umwelt* (the environment) could then have been raised.

Obviously the set vocabulary is inextricably linked with the prescribed tasks. Many are beyond the experience of 16-year-olds in their mother tongue (buying petrol, having a car repaired, cashing a cheque, booking accommodation etc), though it is often reasonable to see a teenager acting as the family interpreter. Some of the other set tasks, however, range from the uncommon to the far-fetched, for example negotiating special tariffs, coping with unforeseen eventualities in travel arrangements (the scope is endless!) and WJEC's "assisting others who are ill . . . and expressing opinions on treatment received". Hardly the stuff of daily life!

Can the average candidate be expected to complete more than a fraction of the set tasks competently? He could not possibly understand and make use of the majority of actual weather forecasts for example, because much of the vocabulary (including the description of the regions to which the forecasts apply) is not provided. Where extracts are used, or the forecasts simplified, a candidate is not genuinely equipped to understand a real-life, unedited forecast, especially given on the radio at native speed.

What situations should a 16-year-old realistically be able to cope with? What does he need to say and understand? Are we expecting too much? Would a higher level of competence on a smaller range of tasks serve our teenagers better?

Leaving aside the question of which topics and tasks ought rightfully to be in the syllabus, the five Groups have produced basically very similar topic lists for the 1988 examination. How then did they arrive at word lists of such disparity and varying length? There is no reason why all five lists should be identical, but neither is there any reason for any Group to be wildly "out of line" with the other Groups (see Table 1). If the compilers had begun by finding out what Germans actually say in a given situation there really should have been much more uniformity in their word lists.

Margaret Wightman teaches adults in Derbyshire. She is the author of *Faces of Germany, Introducing Germany, So ist es bei uns, Signposts*, and has worked on several BBC projects, including scripts for the series *Deutsch direkt!* Copies of her full analysis cost £10, including p&p.

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Governors & Governing



A DISTINCT DISADVANTAGE

Charlotte Gibbons charts the uphill progress of a parent governor and espouses a national provision for training

There was a time when to be a parent governor was within the compass of us all. We could earn a living, keep house and raise a family and we felt all this qualified us to be a useful addition to a governing body. But things will never be so simple again. Post-86 Act parent governors will find the job much more demanding than their predecessors. The present programme of devolvement of power away from l.e.a.s to schools means that governors will have to take on responsibilities of which most current parent governors would have been totally unaware at the time of their election. The legislation was, after all, only a gleam in the Secretary of State-to-be's eye.

Being a *parent* governor does have certain advantages over the others. For a start, parent governors are elected – not nominated – and as anyone who has stood for election knows, this takes a certain amount of courage. Having stood on that platform and come through, a parent governor is perhaps entitled to feel a certain edge over nominated colleagues. Parent governors have a primary aim shared with parents the world over – they want their children to do well, thus they are more likely to question whether matters are of educational value or not.

Other governors may well have admirable aims but there are often factors which obscure these and divert their attention, sometimes permanently. Having a child in the school concentrates the mind wonderfully. A parent governor is likely to have an insight, different from the teachers' but just as intimate; and, along with the head, staff and parent governors are the only ones who know the day-to-day life and mood of the school.

Before becoming a parent governor I had been two other kinds of governor. I had once been a borough nominee and much later a parochial church council nominee. I had found the first experience very unsatisfactory. I had no knowledge of committees and, like many school governors, my only experience of school had been my own schooldays. Luckily for that school, my term of office came to an end and I did not put myself forward again.

I had, however, learned two very important things: one was that my experience alone did not fit me to be a school governor; the other was that without some sort of induction, the work of a school governing body was so incomprehensible that I was unable to make a useful contribution.

The next time I had the opportunity to be a governor I was determined to play a more positive role. I enrolled in a course for voluntary aided school governors at the London City Lit – an adult education establishment. It was quite different from what I was expecting – the course leaders did something called "role play" which we students watched. There were also course papers with information on topics such as finance and staffing.

I studied the papers at home, well away from the other students who all seemed very experienced and tossed around acronyms like l.e.a. and DO in a confident manner. There were six sessions in all and at the end of it I was quite dazed. But when I started attending real governors' meetings things I had heard and read started to fall into place.

Then I enrolled on the Open University's governors' course. This time great heaps of printed material came thudding through the letter box, along with tapes and early morning telly viewing schedules. Eventually learning by doing took over from the text-book approach, but I remain convinced by my own experiences that there has to be some sort of organized governor training.

> ***'Having a child in the school concentrates the mind wonderfully'***

To date twelve l.e.a.s have been given money (Education Support Grant) which is specified for governors' training. However, as yet no overall pattern of support to enable governors to shoulder their new responsibilities has emerged. At this time, parent governors, in whom the confidence of both Sir Keith Joseph and Mr Kenneth Baker has reposed, are at a distinct disadvantage. The nominating bodies profess their support for l.e.a. and borough nominees; staff governors have their professional associations but parent governors have no formal organization outside the school itself. The major exception to this is ILEA, where there is a well established system of parents' consultative committees.

It is curious that two Secretaries of State should be confident that unaided parents will be the salvation of the education service in this country. No one would argue that parents should not have at least an equal voice with other interested groups, but the resources needed to make parent participation work are missing. If it's so easy that we can all just do it off the top of our heads, why have all those highly-qualified educationists made such a mess of it all over the last few years?

If they have not made a mess of it then why do these Secretaries of State consider such changes necessary? Parent governors working in isolation within their individual schools can have little idea of the overall local provision – even if there are as many as five of them, which there would be in a larger school (600 pupils and more).

There should be a statutory network of parent governor committees where parent governors could meet to discuss good practice and current educational thinking. Of course no politician will ever agree to that. Whoever leads such a group will have enormous influence and no political party wants that sort of competition. Nor would they be inclined to provide the resources necessary to support such a group without the quid pro quo of political control.

Sir Keith's response was that such a structure should spring from the "grass roots". This is all very well, but the time limit implicit in a parent governor's term of office means that at present it is very difficult to get anything going before time is up. Parent governors can be kept safely reinventing the wheel and providing no threat to any vested interest.

The first steps towards a national network of parent governor consultative committees have been taken. The National Association of Governors and Managers has been running a regional training programme for two years now and some 3000 plus parent governors from all over the country have attended the training days. The enthusiasm and energy which these parent governors bring to their task is a delight. It should be harnessed, but NAGM is well aware that the sort of training provided on the programme is only scratching the surface.

There is an urgent need for a rolling programme on special topics such as selection and interviewing of staff, as well as adequate statutory provision for basic training across England and Wales. To dump all these new responsibilities on governors in general, and parent governors in particular, with none of the necessary back-up is irresponsible and leads one to question the motives behind Mr Baker's Cheshire cat smile.

Charlotte Gibbons led the parents' group on the ILEA from '83 to '85. She is an executive member of the London Diocesan Board for Schools and a director of NAGM's regional training programme. She is currently serving on the ILEA Freedom of Information Inquiry.

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A working partner

The emphasis is on co-operation rather than a change of function, says Bill Walton

The education service in England and Wales is commonly described as a partnership with all that implies in the way of interdependence, mutual trust and support between the main interests – central and local government, parents, schools, governing bodies and the communities they serve. The 1944 Education Act, which established the principles of the postwar "national service locally administered", vested each partner with certain responsibilities and statutory duties. The successful discharge of these by any partner, and thus the effectiveness of the service as a whole, has always been dependent on the co-operation and "reasonableness" of other partners.

Clearly it is the view of the present government that an unacceptable degree of unreasonableness, as measured by the best interests of pupils and society, has crept into the policies of some l.e.a.s and reflected adversely on practice in certain schools. This in turn has led to wasted resources, inefficiency and a lowering of standards. The government's main aim in introducing the 1986 Education Act is to counteract this perceived decline and make the partnership more effective by strengthening and clarifying the functions of the partners at local level, particularly of governing bodies and headteachers.

What have been the functions and responsibilities of governors and headteachers up until now? Both, in common with all the other partners, share an overriding concern for ensuring the welfare of pupils together with the quality of their education. Somewhat oddly these very obvious and fundamental responsibilities have not been clearly spelt out in the voluminous legal documentation that defines roles within the service, particularly the Articles of Government which set down the rules of school government. Instead the responsibilities are implied in the standard jargon statements that "governors shall have the general direction of the conduct and curriculum of the school" and "the Headmaster shall control the internal organization, management and discipline of the school." (Presumably women would or could not be headteachers!)

Additionally, governing bodies have been given responsibilities (which vary slightly within local authorities) for finance, premises, the appointment and dismissal of staff including the "headmaster", determining occasional school holidays and participating in the admittance and suspension of pupils. They are also required to make whatever returns the local authority might call for. Many of these functions overlap with those of headteachers, and can only be discharged through and on the advice of the headteacher – one reason why some governing bodies have not developed a clearly defined role.

It is perhaps fair to comment that on balance the statutory definitions of the roles and duties of headteachers and certainly local authorities, although still leaving many grey areas and consequent headaches for headteachers, have, prior to the 1986 Act, been more precise and explicit than those relating to governing bodies. In the school context itself the net effect has been to place the headteacher in a powerful position to determine not only how school policy should be implemented day-to-day, but also what policy should be.

Apocryphal stories abound of the manipulative skills and coups scored by headteachers over their governing bodies on the basis that they know better, and it may be true that in the past some baronial headteachers have paid scant regard to their statutory duty to advise, report to and seek the approval of their governors before embarking on any new initiative.

While these situations have been the exception rather than the rule, it might be argued that the necessity to act in this way reflected an apathy on the part of the governing bodies concerned. The fact remains that the weak statutory position of governing bodies has created difficulties, even with well-intentioned local partners, never mind the rogue element headteachers and local authorities. Often the effectiveness of a governing body is purely a matter of chance, dependent on its chairperson and the headteacher establishing a good working relationship, or some major issue like a proposed school reorganization galvanizing the local community and the governors to take resolute action.

If this theoretical interpretation is accepted – as it has been by the Government – then quite obviously the roles and functions ascribed to each partner must be more clearly defined if the effectiveness of management overall – and therefore the quality of the service – is to be improved. How then does the 1986 Act seek to improve matters?

The first important points are that the Act establishes new arrangements for creating statutory instruments and Articles of Government for all schools, changing the composition of governing bodies. It also describes in detail both their day-to-day working and their duties and functions, together with those of local authorities and headteachers. *Part III of the* Act is of particular relevance as it sets out the revised duties of each partner regarding the management and organization of schools. These impose significant additional work on governors.



While the new articles of government will again provide "for the conduct of the school to be under the direction of the governing body" (subject to specific functions conferred on any person other than the governing body) this seems to imply a much more general and wide-ranging responsibility.

This is confirmed in the recent government *Circular 7/87* which offers advice and guidance on the 1986 Act. It states in detail that "conduct" should be relevant to the whole ethos of the school's life. Underlying this provision is the intention that governing bodies should be more pro-actively involved in determining the attitudes and prevailing "climate", ensuring that the school environment is creative and provides strong motivation for pupils and staff. Moreover they should do so by involving parents and the local community. This represents possibly the major role for governing bodies and while it is a shared responsibility, particularly with the headteacher, it is likely to prove demanding in the extreme of governors' time, energies and skills.

Close collaboration will be required between governors and headteachers. Consultation between all partners and the wider community is the strong theme running throughout the Act across a range of issues. The main message is that what happens in classrooms is a shared responsibility and that must be understood by all the partners.

The process of opening up the "secret garden" of the curriculum which, for too long, was regarded by many educators solely as their preserve might be finally achieved by the requirements of the 1986 Act. The right of each partner to contribute in this area is described in the Act, and each has a duty to consult the curricular statements each is now required to make. Particular duties are laid on local authorities, governing bodies, and headteachers in the form of curricular policies, designed to establish local support within a national framework. Only time will prove the effectiveness of these arrangements but there is no doubting the demands that the opening up of the debate and the required accountability will make on all concerned.

Two other key areas where the duties of governing bodies are re-defined and likely to affect their working relationships with headteachers are finance and school premises. Under the Act, local authorities must provide governors with an annual financial statement of running costs so that they can determine whether this expenditure represents an efficient and effective use of resources. Further legislation on this matter is pending with a view to promoting greater financial control and management at local level. Governors may delegate powers to the headteacher in respect of annual spending but difficulties may arise if they choose not to do so.

The governing body has a duty, subject to local authority direction, to make school premises available when not required by the school for use by the community served by the school. This measure further reinforces the clear intention in the Act to strengthen links between a school and its community and obliges a school to be more open and responsibe to community needs. Potentially, this promises exciting local development and allows governors, headteachers and staff, with local authority support, real opportunities not only to extend the use of facilities but also to develop a form of consultative and participative management.

It is seemingly inconsistent that elsewhere the Act actually reduces the size of governing bodies. Nevertheless, taking at face value the claim that the category of co-opted governors is created to broaden the base of school governing bodies, this does present an opportunity to widen community involvement within governing bodies. It must be a matter for regret which borders on the foolhardy that pupils under 18 years old can no longer be governors. However, *Circular 7/87* makes it clear that there is scope under the Act to involve them at governors' meetings as observers. This could apply equally to interested members of the community.

For all the sixty-two main sections of the Education (No 2) Act 1986 and the details of the Circulars, Regulations and Model Instruments and Articles following in its wake, it is doubtful that there is anything new required of partners in a functional sense. The Act does apply a new rigour to each partner in the discharge of his or her duties by prescribing more consultation and making each more formally accountable. Hence the new requirement on governors to convene an annual meeting of parents and present each with a formal written report.

However, the implications in terms of resources, time and commitment are considerable. The additional demands to be made on individual governors must raise the question of whether they will prove too great without increased support, guidance and appropriate training. The onus to provide these falls on l.e.a.s, and they will be essential if governors are to gain adequate knowledge and understanding of educational, legal, managerial and financial issues presented to them.

Much will rest on the relationship between the governors and their headteacher; the latter as the chief executive in the school has always been the pivotal figure and the headteacher's advisory role will become, if anything, even more critical.

Similarly, the need of the governors to know and understand the requirements of pupils and staff and to support the school in meeting those needs remains a key factor. The Act clearly requires governors of greater expertise and a higher level of commitment. It also presents an exciting challenge and offers them much more scope to play a vital part in developing an enterprising and dynamic school community. The idea must be that the new checks and balances applied to each partner will produce more effective management of the service, as hoped for by the architects of the Act.

Bill Walton is director of education, Sheffield.

QUESTION & ANSWER



When I attended my first governors' meeting a few weeks ago, I was surprised to find how many decisions the chair of governors had taken since the last meeting. This included some quite important staff appointments, and a meeting with the architect about a new extension to one of the classrooms. Apparently the same person has been chair for the last ten years, and gets on very well with the head, but shouldn't the other governors have been consulted?

The Instrument of Government of a school will usually set out the rules about "chair's action" and most will state that the chair may take action on routine matters or urgent matters that can't be delayed. The problem is in the definition of "routine" and "urgent". Chairs who have been in the job a long time can develop bad habits, and slip into endorsing decisions made by the head that ought properly to be referred to the whole governing body.

Once the 1986 Act comes fully into force this will have to change. The circular on the Act makes it clear that governors may not delegate their functions except where this is expressly provided for, in the finance sections and on some staff appointments. Moreover, the regulations accompanying the act say that the chair may take action between meetings only if the circumstances are such that a delay would seriously damage the school's interests, or those of a pupil, parent or member of staff. "Delay" is defined – it means that the damage would occur before it was reasonably practicable to set up a governors' meeting.

Don't forget that the chair and vice chair have to be elected at the beginning of each year. Very often this appears to be just a formality, but it is the governors' own fault if they are left with a chair they are not happy with. It may be uncomfortable to make a change, but sometimes it is the only way to get the governing body functioning as it should. It helps if the instrument contains the provision "the election of the chair and vice chair shall be by secret ballot if contested (ILEA Instrument for all schools).

There are many Asian pupils in our school, and we have had complaints recently that they are harassed on the way to and from school. Is there anything we can do about this?

Governing bodies should be the link between the school and its community and certainly ought to try and foster good community relations. The school should not disclaim responsibility just because the incidents happen out of school. A famous case back in 1893 (Cleary v Booth) established that "the authority delegated to the schoolmaster is not limited to the four walls of the school". This was extended in 1929 to say that a school rule can be enforced "which contemplates acts done not indeed beyond the school term, but beyond the precincts of the school and in public."

One very practical step governors could take is to use the newly formalised involvement of police in school under the 1986 Act to discuss with the local police chief what can be done to protect children.

Governors should already be working with the head and staff to discourage racist attitudes among the school's own parents, pupils and staff. This could be extended to involve local community associations, trying to bring about changes in attitudes. It could then become accepted that everyone has a duty to prevent this kind of persecution – perhaps in setting up a "Neighbourhood Watch" over children.

Felicity Taylor

Checks and balances

ETHNIC MINORITIES

Gwen Williams calls for a greater effort to ensure the place of black governors within the system

The composition of school governing bodies has traditionally been white middle-class, and despite moves by a number of l.e.a.s little has changed this imbalance.

The establishment of the National Association of Governors and Managers (NAGM) in 1970 had some influence in encouraging wider participation in educational decision-making. Simultaneously black communities throughout Britain were voicing their concerns about the content and quality of the education and experiences offered to their young people, and the often negative results.

Since the now classic *How The West Indian Child is made Educationally Sub Normal in the British School System* appeared in 1971, numerous reports have been produced as to the reasons and the remedies. Little tangible improvement has resulted. The rapid growth of multicultural education during this period is viewed by many as a cosmetic response to a deep-rooted problem. Greater commitment is required on the part of those with the power to effect changes and address the issue of racism which permeates the black communities' educational experiences.

One remedy is for people from minority communities to become involved – as opposed to represented – at every level of the educational system. The role of these communities on school governing bodies is crucial to promoting such involvement, given that governors have specific responsibilities for a school's functioning, many of which have been increased and strengthened under the 1986 Education (No2) Act.

In the early 1970s acceptance of the general principle of wider participation resulted in the provision for teachers and parents, and in the early 1980s for support staff, to have places on governing bodies. During this time the need for black governors was not acknowledged and it is still rare for black teachers and parents to be elected to governing bodies. There still are urban schools with between 30 and 90 per cent of the school's population drawn from the black and ethnic communities, with no such representation on the school's governing body.

In a 1985 survey of governing bodies the ILEA, the largest education authority in the country, highlighted the numerically poor representation of these communities on governing bodies. This was particularly so in the voluntary church schools sector, favoured by a sizeable proportion of black parents.

Despite criticism about the lack of effort in appointing more black governors, and despite reservations at the time, the ILEA announced its decision "to establish two co-opted places on every governing body (county) to be taken up by black and ethnic minority representatives". Lewisham Council for Community Relations initiated a campaign last summer to recruit more governors from within our local black and ethnic communities to take up these co-opted places. As a consequence we have seen a threefold increase in the number of black governors in Lewisham.

Unfortunately, this has not been repeated in many other ILEA divisions, due largely to cumbersome bureaucratic processes which were devised to facilitate co-option procedure. However, in areas where black and ethnic communities have established cohesive support networks to make sustained demands of their l.e.a.s, their participation on governing bodies is becoming accepted as normal.

For most new governors participation in meetings is a daunting prospect. For black governors this is particularly so, given that the experience of the lone black governor has been one of isolation. Their views have been dismissed by colleagues who have difficulty in accepting the contribution of the black experience.

New black governors, some of whom may have had a negative experience of the education services and little knowledge of the system, will need to know much more and apply this in their attempts to perform effectively.

There are educational issues and areas of concern to the black and ethnic communities which all governors – black governors in particular – need to address. Thus, if black and other governors are to influence schools developing an anti-racist curriculum, it is essential that they understand the implications for black children, not only in the range of subjects on offer but more importantly the resources and methods used in teaching. One effective way is to establish a pattern of regular visits to the school and to lessons. Visits provide the opportunity for governors to experience at first hand the ethos of a school and how it does (or does not) reflect the contribution of all who belong to it. Materials, methods and resources employed and the extent to which these reinforce negative concepts of black and non-white people, the position of black staff, staffing levels, class sizes, allocation of children to classes and methods of assessment are all factors for the governors to take into consideration.

Large governing bodies usually elect a sub-committee to deal with appointments and matters of discipline as they arise. It is of vital importance that black governors ensure their place on such sub-committees, especially if it is genuinely the aim of the governing body to develop and deliver an increasingly multicultural curriculum, and where the appointment and promotion prospects of black staff still leaves a great deal to be desired.

There is much cause for concern within the black communities on the issue of police in schools. The 1986 Act requires governors to have regard to any representations made by the local chief officer of police, when considering the secular curriculum. In a 1986 review of the Metropolitan Police Schools Involvement Programme entitled *Police and Schools – A Fresh Approach* a number of suggestions are made which are viewed as rather sinister within the black communities. Given the already well-documented instances of the abuse of police involvement with schools, where information about black children has been given to the police by schools, there is quite justifiable cause for apprehension as to how that particular clause in the Act might be implemented.

All governors have a responsibility to ensure that when they do make a decision as to where, if at all, the police fit into the curriculum that they are fully aware of all possible outcomes. Where such involvement is sanctioned black governors have a particular responsibility to ensure vigilant monitoring of the practices and outcomes.

It is clear from our experiences in Lewisham that new black governors are very much aware of the areas in which they need information, advice, training and support. It is important that this is available regularly at local levels so as to be more readily accessible and to encourage maximum participation. Despite lack of funds this has already been established. The London Black Governors Collective also provides an effective training and support mechanism.

While our specialised training courses are vital to the effective functioning of black governors, it is also important for them to participate in and contribute to the l.e.a. and NAGM courses. Equally important is that NAGM introduce and promote black and racial perspectives in all their courses nationally.

Neither the 1986 Act nor the DES draft circular refer to the need to have people from black and racial minority communities on governing bodies. Although Section 18 does also require governors to have regard to representations made to them by "any persons connected with the community served by the school", it is a wholly ambiguous provision. Given that there is to be further reconstruction of governing bodies in order to implement the changes provided for in the Act, black governors and potential governors need to use the time in the intervening period to ensure that they develop the knowledge and skills which will enable them to hold their own in vying for places on governing bodies.

Gwen Williams is Community Relations Officer (Education), Lewisham Council for Community Relations.

Arms control talks

CASE STUDY

This is one of a series of training exercises devised by Joan Sallis to give governors practice in looking at the sort of problems which crop up often. They can be used in formal or informal training sessions. Suggested solutions will appear next week.



St Joseph's is a Roman Catholic secondary school for boys in a rough dock area. There is a very tough element in the fifth year, and from time to time outbreaks of bullying have had to be firmly dealt with. Once or twice protection rackets have come to light.

Patrick is rather a quiet boy, normally a victim rather than an instigator of trouble. He is a pupil observer on the governing body. One day while he was in PE a senior teacher (a teacher governor) followed up an anonymous tip-off and looked in some of Patrick's blazer pockets, and Patrick was found to be carrying a rather ugly pocket knife. The local police were called in to question him. He was immediately suspended, since carrying offensive weapons is a very strict school prohibition. Patrick insisted it had been planted, but neither the teacher nor the police officer was convinced by his story.

His form tutor though it more likely that he was carrying it as self-defence, and was worried that he also had rather a lot of money on him, but it was very difficult to get any sense out of him. Patrick even refused to tell his parents why he had been suspended, and they had no idea what had happened. During the ten days he was away (his parents could not come in for a few days to see the head because a younger child was very ill) *he missed some course* work which counted towards GCSE, and he and his parents were very upset.

Rules about suspensions in the l.e.a. area were very vague, and as it was nearly the end of the term the governors were not informed for several weeks. When the matter did come up at the governors' meeting, both Patrick and the senior teacher who had found the knife were excluded because of their personal involvement. The governors supported the action the head had taken, and asked that the boy be told he would be expelled on the spot if he were caught with a knife again.

As a governor, would you be satisfied with the way the matter was handled? What do you think about searching pupils' pockets? What about police interviews on school premises? Should Patrick's parents have been given more information? Are you satisfied that the school got to the bottom of the matter? What about the missed exam work? Was it right to exclude Patrick and the senior teacher from the governors' discussion? Could he have been expelled "on the spot"?

This incident took place before the 1986 Act was in operation. Do you know what difference it might have made?

Managing change

Last week's case study dealt with the problems that ensued when a new head attempted to introduce radical changes without adequate consultation. Joan Sallis suggests what to do next.

The problem at Queen's Court is one which often troubles governors after the appointment of a new head with a different approach. We must ask ourselves whether even desirable change should be carried out too quickly. Certainly it is very dangerous to embark on change without the full co-operation of staff, the support of governors and the understanding of parents. It is especially dangerous when a section of the parents want a particular kind of education for reasons of their own.

In particular there are two kinds of change which, without careful preparation of the ground, will be hated by parents, however professionally sound. One is vertical grouping, the other open plan/team teaching.

Mrs Challenger has clearly not achieved the necessary acceptance even with staff: every head embarking on a new style must decide how best to work with existing staff, and even how far total uniformity of style is practicable. Teachers are best at what they believe in. Neither have governors been sufficiently involved to do their ambassadorial work. The new head should first have ensured that they were behind her and could defend the new arrangements. If they could not be convinced, then perhaps more thought was needed.

As for parents, the situation is bad when small groups are meeting informally and writing to local newspapers. Mrs Challenger clearly manages relationships with parents best in the context of their own children's learning, and doesn't want structured parent activity any more than her predecessor. But it is difficult to cope with conflict without a structure in which to communicate. It is especially hard to contain disaffected minorities unless there is a channel through which majority needs can be expressed.

It is the governors' duty, to warn Mrs Challenger of how serious the matter has become, and seek ways to improve communication. She would not yet accept that governors had any right to advise her about handling her staff. Probably the primary adviser (and one must ask where is the support from those who appointed Mrs Challenger) would be the best one to tackle this. What about having an open day to let parents see the school at work, and suggesting that the primary adviser comes to provide status and support for the event. Perhaps he or she could even give a talk to parents from a detached viewpoint on team teaching? If the head resists direct methods of allowing parents to see team teaching in operation, she may be willing to arrange a display of work or a demonstration of paired reading techniques.

If a staff governor is really being disloyal and encouraging disaffected groups, the governors must tackle it, and make it clear that it is not acceptable behaviour.

It seems clear that the head is confident – perhaps over-confident – professionally, but a poor communicator and perhaps even a rather frightened person. She can't be moved too fast, therefore, towards more open ways even though the need is urgent, and governors must ensure she feels confident about their support. They mustn't play down the dangers at all, indeed have a duty to spell them out, but when it comes to counter-measures they will have to find a starting point acceptable to Mrs Challenger, and an open day linked with the paired reading group and if possible involving the primary adviser seems most promising. The head might find it helpful to have a small informal group of governors to meet more often to consider with her how best to put over what the school is aiming at.

Governors & Governing

A demountable dilemma

WALES

Nancy Thomas argues the case for an increasing awareness on the parents' part

In my village in a West Glamorgan valley we have two primary schools – one in which the medium of teaching is Welsh and the other chiefly English. Parents are free to send their children to whichever school they wish. The two schools have long since been embraced by one set of governors. All this will change in September 1988 – quite rightly in my opinion – and each school will have a separate governing body.

Not that joint governing bodies were all disadvantage. School heads and teachers sometimes learned from one another at these joint meetings. But what I chiefly observed was that heads appeared reluctant to discuss their difficulties in the presence of other schools.

Frankly, there is nothing out of the ordinary about our two primary schools and their governors. There's no hint of a William Tyndale or a Poundswick here, save for one thing – and in it lies a cautionary though doubtless not unfamiliar tale. Ever since 1984 the English language school building has been under threat. This has created the biggest single issue in the history of the two schools.

The authority's proposal to abandon the whole English school building was the result of its lamentable state of repair. The authority proposed that a "double demountable", incorporating two classrooms and toilet facilities, was to be erected on the infant school site; all the primary school pupils would then be accommodated on one site.

Up until this proposal, attendances at the primary school parents association meetings had been consistently low despite much effort to stimulate interest among parents in pedagogic themes. Then suddenly parents' meetings became crammed with protesting parents. The authority's proposal to vacate the main school building had created a public outcry.

Outraged parents, OAP's, youth leaders, tradespeople, the Church and chapels as well as community councillors, descended on the luckless governors who, in turn, protested that never would they concede to such a recipe for cataclysmic disaster.

Nevertheless, all that we as a governing body could do was to defer any decision by requesting a further report from the director of education, claiming that we needed a detailed report on the condition of the building. We also asked for a re-assessment of their initial estimate of £20,000 for repairs. For three years the fate of this cherished landmark dominated each governors' meeting.

The condemned Victorian school hall was spacious and ordained for music, drama and PE. The whole building was warm and comfortable. Such were the arguments ardently expounded by the governors. It was ironical that a dilemma like this should have shown how caring people could be. The fact was that the school consisted chiefly of four empty classrooms and, we were told, there was a statutory obligation on the part of the authority to divest itself of the building.

Meetings ensued between the authority and the community councillors who had valiantly hoped to buy it with a view to transforming it into a community centre. (This plan receded into the background when the annual maintenance costs were considered.) In their eagerness to settle the whole affair, the word *new* demountable was interposed by the l.e.a. On this assumption the governors yielded with reluctance to the authority's resolve.

In January 1987 the demountable arrived – a wretched edifice, shabby and seemingly discarded by everyone – a decidedly humiliating setback for the governing body. Things reached a new level of tension and confusion. The unhappy "demountable" was ostensibly abandoned in the school playground on that grey January morning; passers-by, the parents, the staff were all extremely critical of its quality and condition. All refused to accept the dilapidated construction, declaring that they understood that they were expecting a "new" one. The authority were informed; they assured the governing body that the entire demountable would be completely refurbished.

Suddenly an army of workmen descended. Panels were replaced, floorboards repaired, a new roof was added and fresh paint applied everywhere. Flowering shrubs were planted at the side of the entrance, and after close inspection of the structure, the county's building services department declared it ready for use. The children moved in at the beginning of this autumn term. However, one governor, an avid reader of the county's education minutes, acidly observed that five *brand-new* demountable classrooms were currently being erected in other areas of the county.

It was incumbent on me, as chairperson, to include the condition of the school buildings in the governors' annual report to the parents. I included in my report all the information the county officers had given me. I presented such details as the cost of removal, erecting, refurbishing and connecting the services which included lighting and sewerage connection – repeating that it had been county policy to use every vacant demountable classroom available.

I informed them that because of the increase in the population in certain areas, new demountables were now being erected and named the schools and college involved. To my relief (and no small astonishment) no questions were forthcoming on this tempestuous topic.

The fight was over although the battle had not been won. We were getting less than we wanted but the initial disillusion had been dispelled and hopes were high that the future of the "main site" might still be of continued social service to our older inhabitants.

Parents have been encouraged recently to believe that their opinion is of some importance. Is this merely verbal diplomacy? Was not E M Forster nearer the mark when he referred to such a policy as "the dictator spirit working quietly away behind the façade of constitutional forms"? Nevertheless, it is essential that parental influence increases if only to prevent further deterioration.

But it is not easy. The population in the English language primary school is 235; there were 16 parents at the meeting to present the governors' report to the primary school parents. Some 14 parents in a school of 122 were present for the governors' report meeting with the Welsh school parents. Do these low attendances indicate contempt, sheer indifference or complete satisfaction? Are the majority of parents still to be persuaded that learning activities are not mysteries best left to the headteacher and staff, and that parental interest and involvement in the day-to-day school activities of their children are essential in combating under-achievement?

Presumably a certain amount of progress in social and civic awareness may be regarded as having been made in that the whole community involved itself in the protest against the school building closure. As far as the governing body was concerned its unenviable task seemed to be to patiently steer an unpalatable course towards eventual acceptance of the authority's policy and decision. But is this the role for governors which nature – or the Government – intended?



Councillor Nancy Thomas is a former primary school deputy head.



Adults of the First Age

Ted Wragg

Just over a hundred years ago few children other than those from wealthy families went to school at all. Sunday schools existed at that time to teach the three Rs to those who would otherwise receive no formal education. Even in the 1870s, when schooling became compulsory, many children played truant, and most left school well before their teens. Indeed it was not until the end of the First World War that the leaving age was established as 14, and after the Second World War before the years of full-time education were offered to all.

One recent feature of our society has been this lengthening of the First Age, that period when people are receiving their basic education and training. With the advent of two-year youth training schemes, most pupils will now be in the First Age for at least 18 years, and those who study further for perhaps 21, 22 or even 25 years.

While the graph for staying on in education has climbed steadily there is another significant graph which has moved equally firmly in the opposite direction, and that is the age at which children reach physical maturity. Evidence from Norway, Britain and other countries shows clearly that children have been reaching adolescence and adulthood earlier, if one looks at such indicators as girls starting their periods or the onset of the adolescent growth spurt.

Governors can find themselves responsible, therefore, for primary children quite close to adolescence, and for secondary pupils who are, physically if not always emotionally, already adults. A hundred years ago children left school at 11 or 12 and were physically still children for their first five or six years at work. Now exactly the reverse is true, some will reach adult maturity five or six years *before* they leave school.

The implications are very clear. Take discipline for example, an important responsibility for governors, who occasionally have to deal with severe cases involving, perhaps, a pupil suspension, which must always be referred to them. It is well known that, not only in the human species, aggression in males around the time of reaching physical maturity can be acute. Hence the high incidence of football hooligans, vandalism, fighting, rowdiness and petty crime amongst boys in the 14-18 age range, often exacerbated by alcohol. In earlier generations this would have occurred after children had left school, now it happens amongst pupils in the middle years of secondary schooling.

Another related feature which often strikes governors as different nowadays is that schools increasingly, as children grow older, recognise their maturity by negotiating more directly with them than their parents. This happens particularly in tertiary colleges, rapidly becoming the most favoured form of post-16 reorganization in many parts of the country, where the college quite deliberately tries to treat its students as adults.

However, it is not pupil discipline that causes governors their greatest headache when dealing with pupils and their families. The first burst of anguish comes at the admissions stage, when, especially in popular schools, governors will come under severe pressure to take as many pupils as possible. Even though Kenneth Baker intends to press local authorities to put maximum entry quotas in popular schools, there is a limit to what any school can take. The trouble is, it is difficult for governors, or teachers for that matter, to argue that even one more pupil will lead to breakdown. Shrewd governors and heads drive hard bargains at this stage: more pupils only if more resources are made available.

Once pupils have been accepted the major pleasure for governors is sharing in their achievements. Despite the bad press education has received, most schools still have many sources of collective pride, and not just over the feats of the most able. Governors can and should do all they can to bring the positive achievements of individuals or groups to the attention of a wider public. A number of schools which ran into difficulties over some single controversial incident learned too late that they should have told people about the many good things they do, so that these can be set against their occasional mishap.

If notable achievements are a pleasure then pupils' complaints are governors' greatest pain. These are usually relayed through their parents, sometimes in garbled form as many children are reluctant to tell their parents exactly what happens in school. Some of these concern lack of opportunities in the curriculum, others shortage of books or equipment. The thorniest are about incompetent teachers, that minority of the profession who contrive into disuse the brains of the young, or who will not bring themselves to do a hand's turn of work. It is a matter which dismays not only governors and parents but also fellow teachers, and it is something I shall be writing about in a later issue.

EXTRA

Havering Europa Centre



On arrival at the centre learners are directed to the passport and customs office

Village with a difference

BARRIE JOY

The London Borough of Havering's Europa Centre is designed to meet various modern language teaching needs in a coherent and unconventional way. It contains simulated streets and shops and provides opportunities for role play for school pupils and adult learners, a training venue for foreign assistants and modern languages teachers.

In late 1985, a survey of modern languages education in the London Borough of Havering was reported in the document "Towards a Borough Policy in Modern Languages in Havering". The report identified several needs:

- to motivate more pupils to continue the study of a foreign language beyond its initial stages;
- to heighten public awareness of the value and enjoyment of learning foreign languages;
- to increase the overall number of visits and exchanges abroad;
- to provide teachers and learners with many of the facilities and resources necessary to develop the proposed programme of co-ordinated change;
- to re-instate foreign assistants in the authority and to employ them to optimal effect;
- to encourage teachers to collaborate in developing critical aims, approaches and materials appropriate to the increasing emphasis on communication and interaction in modern languages education and examinations.

The Europa Centre is an attempt to meet these. It is housed in a former school canteen and the plain exterior of the solid HORSA hut gives little clue to the exciting transformation taking place within. The building has been converted into a colourful "continental" village, comprising a paved central street, crossroads; alleyways and cul-de-sacs and a complex of authentic and fully functional shops and facilities. These are of mixed brick, stucco and wood construction in a variety of European architectural styles.

Already in use are a passport office and customs point, an exchange bureau, and shops and amenities ranging from a grocery store and a boutique to a cinema foyer and a railway booking office. In addition, the very popular Europa Café serves a selection of drinks and snacks.

A post-office, a bank, a tourist information centre, a medical centre, a hotel foyer, a petrol-station forecourt and a camping and hostel reception area are now being built. The proposed town hall will house satellite-receiver equipment and an information display centre, linking Havering by computer with its twin towns and other European information centres. Bus and train stops, letter boxes and circular advertising columns will complete the main street area.

The final phase, occupying the former kitchen area, will contain a model flat, a professional hairdressing salon and a modern languages teaching library and media resources centre. The central area will be converted into an astro-turfed market square, suitable as a flea market, for playing boules or Kegeln, or as a pleasant setting for talks, seminars, films and dramatic productions.

Eye-witness accounts are taken in oral and written form when witnesses to a "hold-up" are interviewed by the village policeman. A variety of follow-up work is stimulated by a visit to the Centre.

All the shop and street signs have been signwritten in both French and German and can be easily reversed. Other languages will be added in due course. The village shops and facilities are stocked with authentic goods and furniture donated or brought by various parties from abroad. A varnish glaze preserves the bread, rolls and pastries in attractive and tradeable condition and realistic synthetic forms of perishable foods have been bought or produced by pupils and teachers in schools. Real foreign currency is used for all transactions. The electric tills register and issue receipts in French or German – the challenge of Italian lire has yet to be met!

The Centre is staffed by a full-time co-ordinator and a team of foreign assistants who assume the roles of shopkeepers, customs officers and waiters. All assistants receive an introductory course designed to familiarize them with Havering secondary schools and colleges and with the new approaches in language teaching based on the Havering graded objectives, GCSE and other relevant syllabuses. The course focuses on communicative teaching strategies, particularly the production and enactment of role plays, texts and listening materials.

Thereafter assistants work partly at the Centre, either helping produce modular materials agreed by a representative steering committee for common use in schools, or receiving groups of learners, and partly with small groups or alongside teachers in full classes in schools. Visits to the Centre are synchronized with classwork on particular modules. The use of assistants in this way has already helped to provide improved continuity and coherence between the Centre and schools and across the Borough as a whole.

On arrival at the Centre, learners are greeted by the co-ordinator in the foreign language and directed to the customs point where they are issued with a Europa passport which is then franked by the friendly customs officer. Each student then proceeds to the Centre's exchange bureau to convert a £5 Europa cheque into 50 Francs or 15 Marks. Learners then visit selected shops and negotiate several tasks in the target language specified on work sheets produced by the Centre after detailed consultation with their teachers. This ensures that the Centre's staff are fully briefed on the requirements of each group before the visit and that the range, situations and levels of language required are appropriate. At the end of each transaction with a learner they enter a single overall assessment grade on the task sheet.

Throughout the visit, authentic street sounds and music are broadcast and the lively conversation of the Europa Café, interspersed by the ice-cream vendor's cries and the loudspeaker requests for individuals or groups to report to specified points, combine to create a lively continental atmosphere.

Before leaving, pupils return all simulated purchases to their source and then check through customs. Finally, they change back their currency, deductions being made for actual purchases such as snacks and Europa Centre souvenirs.

Emphasis to date has been on oral work but the post-office will sell Europa stamps and younger visitors will be encouraged to write Europa Centre post-cards to friends, and post them in the Centre's mail boxes for franking and delivery by courier. Additionally, "spontaneous" street accidents and even "hold-ups" require detailed interaction with the uniformed village policeman in providing and agreeing eye-witness accounts in oral and written form. The visit can stimulate follow-up class work of many kinds.

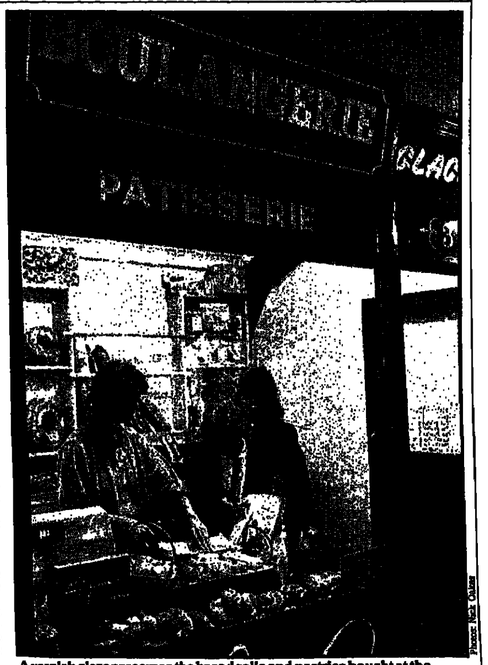
Teachers arrange visits through the co-ordinator in collaboration with the authority's transport section. Visits have tended to last for an hour for pupils and up to two hours for adults. Completion of the additional shops and facilities will enable all visits to last up to two hours and a future full complement of assistants would allow each pupil in the authority's 20 secondary schools to visit the Centre at least twice a year. The Centre will also provide a congenial venue for a variety of intensive courses, soirées and language circles, and cultural festivals and events.

The Centre cannot substitute the foreign culture. Rather, it gives pupils opportunities to meet and converse with native speakers in a near-authentic setting at a level appropriate to their competence. In requiring learners to demonstrate their competence through performance, the Centre constitutes an important psychological, linguistic and behavioural bridge between the classroom and the foreign culture which enables learners to realize what they "know, understand and can do" in the foreign language.

The Centre also provides opportunities for in-service education. Teachers often need supportive critical guidance and practical training and trained foreign assistants can be of tremendous assistance in developing teachers' linguistic and paralinguistic skills in this area.

Within the authority the Centre has

continued



A varnish glaze preserves the bread rolls and pastries bought at the boulangerie. Before leaving, pupils return all simulated purchases – and then check out through Customs

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EXTRA



Photo: Rick Oakes

In the boutique: a fully functional shop with an authentic atmosphere

Village with a difference **continued**

already generated, through visits and media publicity, a heightened awareness of the importance of learning modern languages and of Havering's determination to support their effective development. Learners and teachers clearly enjoy their visits, the number of planned visits abroad has already increased significantly and the morale and collaboration of language teachers have improved markedly. Other authorities have also requested visits to and use of the Centre on a hired basis and their enthusiastic comments on its distinctive approach to modern languages education have been most encouraging.

The Centre has been financed jointly by generous grants from the Central Bureau for Educational Visits and Exchanges, the European Community Fund for the Promotion of European Awareness, the Save and Prosper Group, Barclays Bank, Honeywell Computers, and the authority. Completion is planned for early 1988 through collaborative funding.

The agreed Havering policy on modern language education recognizes the need for continuity and substance in its language programme and the key contribution which properly trained teachers and foreign assistants can make to it. The policy acknowledges the increasing awareness of the importance of foreign languages in the curriculum and the emphasis on effective communication in real life situations given by graded objectives, the GCSE national criteria and in the proposed national curriculum.

The Europa Centre is central to this policy and is intended to be an enjoyable and exciting ideas-into-action workshop; a language laboratory in the true sense, where learners and teachers can collaborate and experiment with language and refine their perceptions and objectives on the basis of first-hand experiences and research developed both in and outside Havering's "village with a difference".

Barrie Joy is Inspector for Secondary Education, London Borough of Havering.

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Literature teaching has tended to be a teacher-dominated process

A radical alternative

TONY LONSDALE

Now that the revised A level foreign language syllabuses are a classroom reality, it is appropriate to consider fully the implications of the continued literature component in an A level (modern language) study programme. Some examining boards have retained this as a compulsory element, offering centres a choice of assessment modes, either through coursework assignments or an end of course written paper; others have allowed centres to opt out of literature study altogether, or to choose topic-options based on literary source-material within a general "civilization" component. But the common-ground among all the boards is the belief that *testing* literature through the foreign-language will encourage the *teaching* of it through that same medium: indeed, this is a stated objective of the revised syllabuses.

The boards at least claim to have recognized and seized upon the opportunity to encourage and endorse *sound* teaching-practice. What they do not provide, rightly, perhaps, because it is not their responsibility to do so, is any detailed definition of what constitutes the "sound teaching-practice" to which they refer.

This article sets out to show that an approach to the study of literature through the foreign language challenges some of the most fundamental assumptions that have fashioned previous attitudes and practices, and requires a very radical re-appraisal and more precise definition of the term "sound practice".

To condemn and discourage English as "the language of foreign literature" in the classroom is a necessary first step towards improving teaching methods, since it automatically removes the emphasis on translation which has for so long underpinned the approach to textual study. Too often, for students encountering foreign literature for the first time, reading has been synonymous with translating into English – a process which is not only slow and laborious, but also unnecessary. Those who adopt this approach justify it on the grounds that translation ensures comprehension, itself the necessary foundation upon which to develop interpretation, analysis and appreciation.

Conventionally, the teacher's role has been that of Chief Translator, monitoring and correcting the student's efforts, explaining, and clarifying in English the content of the original text, relating the significance of the composite parts to the whole. Literature teaching has tended to be a teacher-dominated process of talking the students through the work in question. Provided this method continues, but with a change from the native to the foreign language for lesson delivery (so that translation *from* becomes simplification *in* the foreign language), sound practice will seemingly be successfully achieved.

It is true to say that, linguistically, such a method would better exploit the source-material; in terms of language-skills practised, instead of an exclusive and prolonged diet of translation, the student will benefit from more regular listening comprehension and from using the written language in note taking and, later, in essay writing. But this hardly constitutes a radical reform; it does nothing, in my opinion to enhance the learning experience of literature study, and fails quite simply to eradicate the most obvious manifestation of *unsound* practice in the way literature has traditionally been approached, viz the division and distribution of roles and responsibilities.

If we continue to see literature teaching, in whatever language, native or foreign, as a teacher-directed classroom reading of a text, we are doing our students a great injustice. How sound is the practice of providing the student with reading material but placing so little confidence in his ability to read and interpret a work independently? Or how sound is the practice of purposely creating obstacles for the student by selecting works which we know will be linguistically inaccessible for the level of proficiency reached in reading-comprehension? The practice seems to be based upon a clear perception of the teaching task – to display the expertise the student apparently lacks by providing the informed interpretation he needs, but upon a misconception of the learning task – to listen and assimilate in order to be able to imitate when the need arises. My fear is that a "revised" literature component will modify this practice only in terms of the medium of "communication" and thus that the foreign language will somehow be seen to justify the fundamental inadequacies of established practice. The time has come to adopt a radically different alternative.

The objectives which fashion that alternative and which emerge in terms of what established practice fails, but ought, to achieve, can be summarized as follows:

- The teacher's role as transmitter of knowledge and information must be re-appraised and re-defined.
- The alternative approach must challenge the learner to tackle reading independently while at the same time acknowledging a limited proficiency in comprehension.



Reading has been synonymous with translating into English

- The student must be encouraged to see that his opinions, observations and judgements are valid and must be given every opportunity to voice these.
- Literature study must be interactive, developing communication in the foreign language not only between teacher and student, but between students within the teaching group.

On the surface it may seem that these objectives are irreconcilable and that any alternative which embraces them all is simply not possible. But I believe that a workable scheme for literature study can be devised which fulfils all these objectives and provides a more enriched and challenging learning experience. In outlining this scheme, I shall consider in turn each of the four areas identified above.

The role of the teacher

That the teacher has greater expertise than the student in reading, understanding and interpreting a work is beyond question. But to limit the sharing of those skills to the classroom or time-tabled lesson is not the most productive or responsible method of deploying them.

When the student first attempts to read the foreign text, his reading and comprehension should be targeted to what the teacher's skills can easily identify as relevant; otherwise, the student will attempt to understand *everything*, his first experience of "literature" will be a slow and laborious process involving excessive dictionary research with little vocabulary acquisition, and he will be very quickly discouraged by what is a tedious and non-productive chore. The crucial role of the teacher is therefore to provide a *preview* of what is to be read, a series of relevant "points de repère" to guide and support the students' independent effort.

Independent reading with limited comprehension proficiency

The alternative scheme acknowledges, and indeed exploits, the student's limitations. The preview support is provided through preparation worksheets in two areas: (a) a summary in the foreign language simplifies the content of the original according to the "natural" divisions (chapters; sections; acts; scenes etc) of the work. Recognizing the "simplified" version in the original, integral text is a positive indication of "comprehension" and so reinforces the student's sense of reading achievement. (b) In addition, an appropriate task in interpreting and responding to the content of an extract of the text is set, requiring the student to glean, collate and, in the foreign language, make written notes on evidence relevant to the particular aspect of the work's content. The preview support thus makes for an effective, positive and productive independent *view* of the text by the student.

For teacher and student alike, these are preparatory stages.

Active student involvement in a joint undertaking

Contact-time involves the teacher and student in a joint process of *review*, enabling the teacher to reinforce and supplement as necessary the support already provided: the preview worksheets and the notes compiled by the student at the viewing stage allow the discussion in the foreign language to be organized and structured according to specific starting points and responses. The teacher manages and directs the contributions of the group, through the medium of the foreign language, raising and answering questions; voicing and solving problems; requesting and finding explanations.

Communicative interaction

This already figures at the review stage where it is geared towards pooling resources and contributions to achieve the desired level of comprehension and accuracy of interpretation. But these are only a starting-point: what remains to be done is to devise tasks and activities which involve the group in further exploring the printed text. Opportunities to do so are exploited as they arise, ie as the reading and reviewing progress. This is therefore an opportunity to recap on previous aspects.

These tasks and activities include, for example, adapting ideas encountered to situations and contexts outside the immediate scope of the work; developing scripted or improvised role-plays which transfer characters to other settings, situations and experiences; devising written tasks, other than "literature essays" which require an adaptation and rehandling of the source-material; assessing the potential appeal of the work in a non-literary form, eg adapting a novel to suit a television "soap" audience and providing a short synopsis.

It is such a scheme as this which, in my view, lies beneath the blanket-term "sound teaching practice". In a sense, as well as outlining a revised approach to literature, this scheme implies a revised attitude to the purpose of studying proscribed works. It places the emphasis much less on literature for its own sake, ie the conventional cross-sectional sample of quality output covering as broad a chronological and "genre" base as possible, and more on exploiting the text, for a number of language-related skills; developing, as appropriate to a task, gist and detailed reading; using the text for a variety of spoken expression tasks and assignments; and effecting a smooth transition from talking about to writing about the work in the foreign language. In short, it is a shift from the more academic to a more practical approach.

Some may see this as a betrayal and as an abuse of "literature": they may prefer to interpret teaching literature through the foreign language as a directive to use that medium to conduct erudite lectures – or seminar-type lessons to appraise and evaluate the thematic and stylistic qualities of a work. Educationally my aims are more modest, academically less ambitious, perhaps, stemming from the conviction, based upon experience, that students increasingly find more than the language of an A level text alien to their interest and motivation.

Cesbron and Durrenmatt, or Lorca and Dante for that matter, may not have intended their works to be interpered with and adapted in the ways briefly outlined in this article. But then again, they probably did not write them with the 16–19 year old English student of languages in mind!

Tony Lonsdale is Head of Modern Languages at Newman Sixth Form College, Preston.

EXTRA

AS level made to measure

Stress on skills

ARTHUR NOCKELS

The COSSEC (an association of the Oxford and Cambridge, Southern, and Cambridge Local Boards) working party for AS level French and German represented a wide range of interest, skill and experience in schools, universities, teacher training, administration and technical and business education. After more than 18 months of regular, detailed discussion and consideration of printed and recorded material, the COSSEC AS syllabuses for French and German were approved by the SEC and circulated to schools and centres. Excellent practical support came from two Schoolteacher Fellows of York University who produced a wealth of specimen material.

There was early agreement that no attempt should be made to cobble together elements borrowed from existing A levels, but that the approach should be totally innovative. The examination pattern emerged naturally from the identification of the probable candidates and their needs. Whether they were seeking a "complementary" or a "contrasting" study in terms of the DES proposals, it would be essential to give priority to the transactional, practical use of language with a heavy weighting for the oral skills. Extracts from the language used in questions and on tapes would cover a range of registers, always deriving from authentic French or German sources. Widespread support for this view was found in the recommendations of other professional bodies. The stated objectives of the syllabus stress the skills of communication and comprehension within a framework of topic areas from which linguistic material will be taken.

The question: "What is half an A level"? is deceptively simple: It was not difficult to calculate the appropriate examining time, but issues of inclusion and exclusion were more debatable. Listening comprehension, reading comprehension and oral assessment were unanimously approved, whereas written papers requiring essays in the foreign language, translation from English, literary studies or significant amounts of translation into English were considered inappropriate.

Although the issue of other forms of writing in the foreign language was more contentious, the working party felt that this skill should not be completely set aside. Its retention would help to ensure that standards were sufficiently exacting to meet the requirement of the DES brief and would clearly commend the examination to higher education establishments. There was evidence of substantial support among teachers for some useful transactional test of writing in the foreign language which could be related by candidates to their own present or future needs. It was finally decided that this test should take the form of a letter of 150 words in response to a given letter.

The examination comprises two written papers and an oral test. The first paper which is entirely devoted to listening comprehension is based on a number of recordings of native speakers. Candidates will be asked to demonstrate their understanding through a variety of tests, but will not be required in this paper to write continuously in the foreign language. The second paper of 2½ hours' duration in two parts is called Responsive Reading.

Material for reading comprehension will be taken from authentic sources in the 2 foreign languages on subjects aimed at teenage or non-specialist adult readers. The reading matter of the two parts will be in contrasting registers. In both parts candidates will be expected once again to show their understanding through a variety of testing techniques, often involving gisting or summary in English.

The right has been reserved to include a very short extract of no more than about five lines for translation into English, which will account for only 4 per cent of the total mark for the examination. It was felt that candidates might well need to give the precise meaning of some item in the foreign language at a future point in their career. The first part of this paper also requires a transactional response and incorporates the writing of a reply to a letter which is mentioned earlier.

Perhaps the most characteristic feature of this examination is the weighting given to oral proficiency. The decision to allocate 40 per cent of the total mark to this skill was again based on assessment of the needs and interests of the candidates and on the increasing emphasis placed on speaking the foreign language in GCSE and in teaching circles, not to mention the demands of commerce and industry. The significance of the oral element is reflected not only in the mark weighting, but in the structuring of the test itself.

There are to be three sections preceded by a brief introductory general conversation. The first part requires the negotiation of a desired outcome with a choice of two situations from three. Half an hour is allowed for preparation in which the use of dictionaries is permitted.

Part two involves the discussion of issues of contemporary concern; as a basis for this, three extracts from authentic sources in the foreign language will be provided 48 hours before the examination. The candidate will choose to prepare one of these for the day of the test.

The third part of the oral is a discussion based on the candidate's own reading or interest in the arts. The range of optional subjects includes one book in the foreign language or a selection of written material on a specific theme, one or more films, plays, paintings or artefacts, a musician or piece(s) of music. Any such topic must originate in a country where the target language is spoken. It is intended also to offer the alternative of oral assessment periodically during the course.

The allocation of marks is as follows:

Paper 1: Listening Comprehension	20
Paper 2: Responsive Reading	40
Oral Test:	40

Dictionaries, either monolingual or bilingual, may be used throughout the examination.

In the compiling of specimen questions great care has been taken to reflect the importance attached in the syllabus to variety of register, authenticity and student appeal. Recordings for the listening comprehension in French present a girl speaking on family relationships, an interview with an international football referee, a series of short news items and a comparative discussion of English and French women by three French girl students.

The same paper in German has a group of 18-year-olds arguing over holiday plans, a series of radio news items, an interview with a housewife who has started her own computer firm and a longer TV news item with two speakers on a volcanic disaster.

Responsive reading includes an item on environmental protection, a magazine discussion among young French people on "le concubinage", an article on the attachment of a young Turkish woman author to a West German town as "Stadtschreiberin" and a conversation between two young hairdressers about their profession.

The material reproduced for section 2 of the oral test deals with rucksack tourism, female equality, a teenage entrepreneur, the work of Coluche with the "restaurants du cour" and the experience of the wife of a hostage in the Lebanon.

These proposals offer an attractive and appropriate opportunity for continued language study to those who would have had to abandon it in the past. Future scientists, production engineers, designers, sales and marketing people could have the chance of extending and strengthening their ability to communicate with colleagues and competitors abroad. At least one COSSEC board will incorporate this A level syllabus into its new A level proposals, incidentally easing the time-tabling problems of schools.

A Nockels is COSSEC AS level servicing officer.

Dramatist

Italienische Nacht. Glaube Liebe Hoffnung By Ödön von Horváth.
Nelson. £4.60. 0 17 439138 2.

The Hungarian dramatist Ödön von Horváth would have been justifiably proud to witness the renewed popularity of his plays in both school syllabuses and the theatrical world. His work, in particular the Volksstücke (peoples' plays) have the sort of universal appeal more generally associated nowadays with Brecht. A victim of Nazi oppression in the early Thirties, Horváth was ordered to stop rehearsals for *Glaube Liebe Hoffnung* and the play was never performed. The same ban had not, however, been imposed on *Italienische Nacht* two years previously. Horváth was above all a shrewd observer of people, in particular the narrow-minded small town Mensch who, through blinkered vision and essentially parochial views, allowed National Socialism to take over.

Once more Ian Huish has proved himself to be a leading authority on Horváth providing a compehensive introduction to the plays. Notes on the texts explain the more obscure items of vocabulary and phraseology. After his very impressive production of *Glaube Liebe Hoffnung* at Westminster School in 1984, it is to be hoped that Ian Huish has plans for a new Horváth production in the near future.

Eleanor Caldwell



"Sport und Freizeit", one of the sections in Work Out German, a GCSE study aid by E.J. Neather Macmillan £5.50. 0 333 44007 2.

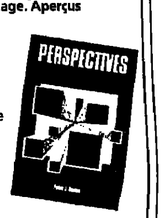
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EXTRA

Fostering positive attitudes, countering prejudice, encouraging tolerance

Urdu for all



Photo: Andrew Gunstone

MIZRA QADEER BAIG

"Hello Dr Baig", said Mark with a remarkable degree of brightness in his eyes, then after a while said, "Ap kaisay heyn?" I replied, "Meyn theek hoon, shukria".

Mark is a lively and bright boy of 14. His mother works as a secretary with a local solicitor's firm. Mark has made up his mind to be a solicitor, therefore he has started learning Urdu for his language option in the third year. Mark recognizes that in order to succeed in his chosen profession he must learn the language of the community which is a substantial minority in his locality. He is gaining command over the spoken side of the language by talking to his Asian friends and the community language teachers.

John has already completed a course in Urdu and has received a certificate by the city of Bradford Graded Test system. He has a firm intention to enter the city's police force when he has completed his schooling at Grange Upper School, Bradford.

Sarah came to me and expressed her wish to learn Urdu. When asked what motivated her she said that she wanted to be a nursery nurse.

The above were the views expressed by some of our local English children who had never had any encounter with Urdu before. Let us examine the views of our Asian pupils who were born in Britain and see why they wish to take Urdu on board in England.

Fatima was the first pupil to choose Urdu when it was first introduced at Grange as a mainstream subject. She gained grades B and A in her O and A levels respectively. She intends to return to Pakistan to study medicine at the Fatima Jinnah Medical College in Lahore.

Ashraf is studying medicine at Cambridge University. The university entry rules required a language at O level with other necessary subjects. He first attempted European languages, but experienced great difficulty. When he switched to Urdu he gained a merit grade at O level. He acknowledges that Urdu paved his way to Cambridge.

Nasreen always dreamed of being an air hostess. Her careful selection of subjects included Urdu in her public examination subjects list. Last year her dreams came true when she was offered a job by a British Airline on its regular flight to India and Pakistan.

Najma and Nazir have selected Urdu along with other subjects. They hope to enter the world of journalism. They recognize that learning Urdu would widen their horizon and outlook – thus enabling them to keep up with current affairs of their country of origin.

Saima intends to be an interpreter. Shahmeem and Shaheen hope to become social workers. Farida would like to join the local civil services. Naheeda is set to do nursing at the local hospital. Six-feet tall Sadiq has no doubts about his ambition to join the local police force and Sajid and Imtiaz aspire to be immigration officers. Manjit, Kuldip and Jasweer, three Sikh teenagers and many Bangladeshi children have expressed a strong interest in learning Urdu.

Hemant, Rekha and Kishoor of Indian origin also found a basic knowledge of Urdu beneficial as it is used predominantly in Asian films and songs. This introduces them to a wider spectrum of culture and entertainment that would otherwise have remained closed to them.

Zahida's motives for learning Urdu are more serious: she does not want to lose her identity. She believes that Urdu is the only means through which she can maintain her dignity and identity. She further emphasizes that through this language she can keep her link with her country, of origin, her religion, her relations and her culture. Without Urdu she could become an outsider in her own country. Zahida is a third-former of independent character with a very distinctive personality. She says she does not want to be dependent on interpreters when she is travelling abroad and she likes to learn as many languages as possible, because language-learning fosters positive attitudes towards fellow human beings. It can also generate interests in other peoples' lifestyles which is a very important aim of education.

The above examples provide clear indications to the senior staff of the school of the advantages to be gained if all pupils were enabled to take an introductory course in Urdu. They were quick to discern that the school atmosphere was ripe for social change. The difficult task was how to add to an already crowded timetable by introducing a course in Urdu for all the non-Asian pupils to our third-year classes.

The deputy head gave his wholehearted support to introducing a course in Urdu for all the newcomers in the third-year by saying that "there is no time like the present". He asked me to teach him Urdu during the lunch hour and free periods.

Within three weeks the deputy head was sitting in the dining hall and with complete confidence, asking his fellow lunchers if they liked the fish that they were eating: "Kia ap ko muchli pasand hey?". He told them his name in Urdu and uttered a few words of greeting and goodbye. He anxiously waited to see their responses. He was surprised and gratified that the Asian pupils were very pleased to see that their deputy head could speak Urdu and that two English girls expressed their desire to learn Urdu.

Our aims were clear. We wanted to widen our children's language awareness and experience, and by making the learning of basic Urdu an enjoyable process, we wanted to overcome the feeling of division which a totally foreign language can create.

We thought that the course would lift the status of Urdu in the school, by becoming a mainstream subject.

The course will also play a small but significant part in supporting one of Grange school's general aims, namely to prepare our youngsters to begin life with positive attitudes towards other people and countries, to counter prejudice and to encourage tolerance and willingness to work together in later life. Our main emphasis was on speech and writing practice.

With these motives in mind, senior members from the school's languages department and language advisory staff from the L.e.a. office met under the chairmanship of the language advisor and decided to introduce to the new entrants to the school to a course in Urdu based on the French graded tests style. The hurdle was how to find time on the time-table. Fortunately, the modular time-table came to our aid.

The General Education Programme has been in operation for some years at Grange School with each pupil in each year having one period of 70 minutes per week covering four modules per year, eg 10 periods each of health education, computer awareness, study skills and careers. If the two latter modules were shared out in 10 week sessions then every third-year pupil at our school could have an introduction to Urdu, even if this only amounted to 11 hours and 40 minutes in a whole school life-time. With careful organization it was possible to find time in this way.

Our time-tabler provided us not only with an Urdu teacher at the required times, but an additional Urdu teacher to take out the Urdu speaking pupils for a more advanced course in Urdu and a non-Urdu "teacher-learner" to experience the course alongside the pupils.

This "Urdu for All" course has been running smoothly for the last two years. English children have shown a keen interest in learning Urdu. More than 80 per cent have gained certificates in Urdu and some have opted to continue to GCSE standard. We wanted the pupils to enjoy the course and to be able to participate actively in every lesson.

After examining our teaching technique, we introduced the Urdu script into the course and have also employed the Roman script where Urdu script posed problems. Extensive use of video films and flash cards have left no room for boredom in the classroom. Moreover, in every lesson the pupils make use of a progress sheet on which they monitor the level of their progress and achievement. As soon as they master a certain communication skill they tick it off.

This positive development has brought a new outlook to school life. It is fascinating to see that the implementation of this course has created a new climate of trust and mutual respect in the school.

The explicit expressions of hostility which I used to experience from isolated pupils in the school corridors regarding my colour and country have disappeared. Instead I am greeted by pupils like Mark with respect and enthusiasm. I think Urdu has come of age at Grange Upper School.

Dr M M Q Baig is Head of Community Languages at Grange Upper School, Bradford.

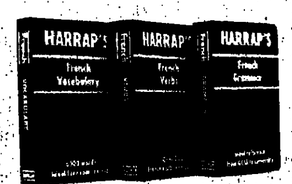
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Tongue tips

German at Your Fingertips. Compiled by Lexus with Horst Kopleck, Chris Stephenson and Peter Terrell. Routledge £3.95. 0 7102 0954 1.

An accurate pronunciation guide is certainly one of keys to a good phrase book and *German at Your Fingertips* is meticulous in this respect. It has a varied range of useful vocabulary and phrases for basic communication in the language.

The visitor to Germany would make himself well understood by claiming [veer zint owff öörlowp heer]. His headache and lack of enthusiasm for a hearty German Frühstück could be very adequately explained by [ich hab-uh tsöoveel getroonken]. Numbers, weights and measures and time are easily referred to and a basic grammar section gives plenty of stimulus for the more serious student. However, the enthusiastic German linguist would be well advised to steer clear of uttering [schy-ce] if his early efforts in the language are abortive.

Arson

Biedermann und die Brandstifter. By Max Frisch. Methuen's 20th-Century Texts £3.50. 0 423 51320 6.

The enduring popularity of *Biedermann und die Brandstifter* belies the fact that Max Frisch allegedly regarded it only as a "five finger exercise" written between other more important work. Variously interpreted as political satire, parable or just black comedy, the play provides an excellent medium for A level students to develop the skill of literary criticism. While language, plot and characterization are apparently simple, interpretations of the play's social and political themes can be many and varied: the 1968 Communist takeover in Czechoslovakia may well have served as Frisch's initial inspiration for the play. However, modern Western audiences prefer to see the gullible Biedermann as a victim of National Socialism in pre-war Germany – both interpretations are equally valid.

In the new Methuen edition of the play a full introduction by Peter Hutchinson provides sound biographical detail on Frisch and invaluable information on the development of the play. With select bibliography and vocabulary also included this is an ideal edition for sixth formers.

Eleanor Caldwell

EXTRA

A practical procedure

Looking to learn

JOHN BALD
JOAN EDWARDS

The efforts that have been made in recent years to make modern languages textbooks more attractive and authentic have not been matched by the development of an effective approach to teaching writing – in practice the need to provide the pupil with some kind of prompt has led to the continued use of various forms of copying. Exercises are certainly less plentiful, more imaginative and shorter than in the past. Nevertheless, even in such activities as arranging sentences in an order that makes sense, or combining phrases to make sentences, pupils are almost always working back and forth between the book and their own version and do not have to write the words or sentences independently.

An alternative approach, based on earlier work by Grace Fernald, has been tested over the past year as part of the normal work of a comprehensive school. It is based on the premise that children are often able to see linguistic features that they cannot hear, and its central technique is to encourage them to look hard at words or sentences, say them aloud (with the teacher) and then continue to say them while writing them without looking at the original. They then check their version and repeat the process to deal with mistakes. The value of this "Look-Cover-Write-Check" procedure is now widely recognized in teaching English spelling, and our first aim was to find out if it could also help a broad range of pupils with spelling in French.

During the second half of the autumn term, the idea was carefully explained to one mixed-ability first-year group and notes on "how to" were written in their homework diaries. Within two weeks the results of learning homeworks had improved dramatically on the group's initial performance. The weakest pupils, who had typically been scoring 2/10 before the technique was introduced, showed the most marked gains, with average scores of 9/10, while the more able pupils began consistently to score full marks.

This improvement was matched by a change in attitude as pupils came to enjoy having new words to learn. The number of words to be learned was gradually increased until all pupils could comfortably cope with 20 new items per week, while an above-average second-year group invariably scored full marks on a test of 20–25 items each week. Each group was surprised by its own success, but pupils were also pleased to have conquered the problem of learning new words easily.

The method has contributed to a high rate of achievement in the authority's graded tests in modern languages and will have a clear application in helping pupils to meet the detailed lexical requirements which have been set out for GCSE.

These results were highly satisfactory, but the restricted scope of the trial did not take account of Fernald's central concern with meaning rather than vocabulary. Her work included a flexible method of introducing new linguistic structures by the "Look-Cover-Write-Check" technique with meaningful phrases and sentences rather than individual words, and Joan Edwards decided to apply this to the practical task of teaching the perfect tense with "être" to an above-average class of second year pupils.

The group had previously been introduced to the perfect tense with "avoir" using the approach recommended in the Teachers' Guide to *Tricolore*. The new variation was taught without any formal presentation of grammatical rules. From a series of simple expressions, which were practised in lesson-time, followed by a question-and-answer session, pupils were able to deduce that certain verbs in French required "être" in the perfect tense. A list of these verbs was gradually drawn up, supported by a mnemonic, Mrs Van der Tramp, composed of their initial letters.

Further observation of the two examples *Les garçons sont tombés dans l'eau* and *La famille est allée au cinéma* led the pupils to conclude for themselves that the past participle of these constructions agreed with the subject as if it were an adjective. Once these patterns had been established, further work showed that over two-thirds of the group were able to deduce that the change of auxiliary in such examples as: *Je suis sorti de la maison* and *Il a sorti son revolver* was caused by the presence of an object.

This extension of the approach showed that close and direct observation of written language could allow pupils to work out rules, in language they understood, which could make it easier for them to identify structures and remember how to use them. In the process, it avoided the common problem of a teacher having to give explanations of complex issues in terms beyond the pupils' linguistic experience. Pupils who have used the approach during the year have had substantially better test results than previous experience with similar groups would have suggested, although the investigation does not pretend to be a controlled experiment. Equally important is the fact that the term "grammar" is no longer associated with pages of explanation generated by the teacher, but with practical ways of saying things in the foreign language.

Additional flexibility can be added by using materials from the *Breakthrough to Literacy* scheme, in which the teacher writes words on cards which are then assembled into sentences on a stand. The procedure is followed as described above, but the stand is reversed as the pupils write their sentences and then returned for checking. This saves time, as the teacher does not have to write the words more than once. Blank cards and stands are available from Longman's in both individual and class sizes, allowing the teacher to adapt the approach to whatever aspect of language is being taught and to the needs of pupils of a broad range of ability.

John Bald is tutor in charge of the County Reading and Language Centre, Colchester Institute.
Joan Edwards is Head of Modern Languages, King John School, Thundersley, Essex.

Telling the authentic story

CAROLINE SARLL

"... So you'll have your three trips to Germany to organize, ... all the necessary interviews to set up, and the background reading to do ... then there's the scripts to write and the presenters to book ... meetings with language consultants ... oh yes, and all the Teacher's Notes of course. And you ought to get out to as many schools as possible while you're here as well ... so you'll have quite a lot on your shoulders over the next six months ..."

Not to mention an 8lb BBC recorder to lug all over Germany in the quest for "authentic" material. Good heavens, when they said I'd need to be flexible to do this job, I never thought I'd have to bend *quite* so much. It must be at least 3½ inches on the right-hand side. Still – every job has its ups and downs – it just so happens that in this case I am actually one of them: up on one side, and down on the other.

But please don't get me wrong. Working as a producer for *Deutsch für die Oberstufe* is by no means a burden. On the contrary, it's a load off my language-loving conscience to think that I am part of a hard-working team of educationists, linguists, producers and their assistants, whose raison d'être, or should I say "Existenzberechtigung", is coming up with top-quality language broadcasts. The priority for all of us, whatever the language, is the recording of the foreign language as it is spoken by its people, and, by liaising closely with experienced consultants, the provision of a comprehensive back-up service of Teacher's Notes for all our programmes.

The lengths we go to, in order to get our materials (apart from the extra 3½ inches on the physical side ...), are invariably quite considerable. Thinking back to my three trips abroad this year, I recall: an all-night vigil in the heart of Berlin just to catch *the* man to talk to about the alternative scene; shuffling with embarrassment at the front of a crowded congregation in order to record a wedding ceremony; and in Switzerland, for a programme on the Swiss army, coping with the none too subtle interest of 500 young recruits, who had not seen the female form for weeks ...

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EXTRA

A bleak warning for Welsh

Facing a shortfall

IOLA SMITH

"Welsh language teaching will suffer and the whole of bilingual education could be put in jeopardy unless more Welsh graduates opt to become secondary school teachers." That is the bleak warning issued by University College Bangor's Welsh language PGCE tutor Dr Geraint Wyn Jones who has watched student numbers slump from 10 plus in 1984/85 to three this year.

In order to stem the decline, he feels that financial incentives similar to those offered to attract maths teachers should be made available for Welsh, because Bangor isn't the only institution facing a shortfall. Throughout the University of Wales, fewer than 25 are training to be Welsh teachers in secondary schools; if this trend continues it will result in a vast recruitment crisis in the future.

Dr Wyn Jones, however, acknowledges that the decline is, paradoxically, the outcome of the success of bilingual schools. "Their presence has resulted in increasing the Welsh language's prestige, which in turn has opened up a wide range of career options for Welsh speakers. Teaching is no longer the sole option for those wishing to use Welsh at work. Social services and the media are among the sectors which now actively recruit Welsh speakers, and they can often offer a more attractive wages package than that available to teachers."

Although an obvious disincentive, teachers' salaries and the recent strike are not the only factors which militate against student recruitment. Those contemplating secondary teaching are similarly discouraged by low morale, the numerous curricular changes arising from GCSE, CPVE and TVEI, plus a rather unnerving fear of today's teenagers. So those planning to teach Welsh are opting instead for the safe haven of the primary sector, where they are joined by the numerous students who have studied non-school disciplines at university (such as sociology or education) and so have no subject to offer the secondary sector. As a result, there is quite a large group being trained as aspiring Welsh primary teachers. Between them, Bangor University and the neighbouring Normal College are training 30.

"Measures can be introduced to avert a linguistic crisis in the secondary sector", according to Dr Wyn Jones. "For example, students should be made more aware of the career structure available in secondary schools, and good language teachers should be paid extra money to remain in the classroom rather than for leaving to become administrators".

In addition, he suggests, there should be more scope for Welsh learners to become teachers. One ex-student — a Cornishman who first learned Welsh while still an undergraduate — has already done so. He is now teaching geography in Welsh in Gwynedd.

Despite the shortage of new entrants, commitment to the language among existing teachers remains strong. Nineteen have elected to join Bangor's innovative part-time M.Ed course in Welsh language teaching, launched last month. They will attend 10 residential weekend sessions over two years and write a 20,000 word dissertation on a topic of their own choice. Bringing together teachers of native speakers with those introducing Welsh as a modern language to learners, the course is a means of discussing linguistic issues through workshops and lectures. The workshops are an opportunity to learn by doing and they concentrate on group work, while the supporting lectures cover the major topics of reading, writing, spoken Welsh and the use of the language across the curriculum.

"Primary and secondary teachers work together on this course — a deliberate policy so that both groups can learn from each other and so achieve a smooth transition between one sector and the other. This is often lacking at present among Welsh learners, and pupils can spend their first year of secondary education going over old ground already covered in the primary school. And as a result they get bored with the subject", according to Geraint Jones.

Perhaps the largest group of all interested in learning Welsh are adults. So to provide teachers for the numerous night-school, extra-mural, summer school and ULPAN courses regularly held in the Principality, the Department of Education, in association with University College Aberystwyth, runs a part-time training course.

Most of the 10 who opt for it are already experienced teachers who have either specialized in subjects other than Welsh or feel that they need a skills update in order to teach adults. Lasting 120 hours over two years, the course, concentrates on communication and encourages the use of television, radio and role play. It is structured so that what's being taught can subsequently be applied by members when teaching their own subject at school, thereby doubling up as a form of in-service training as well as serving as an introduction to teaching Welsh to adults.

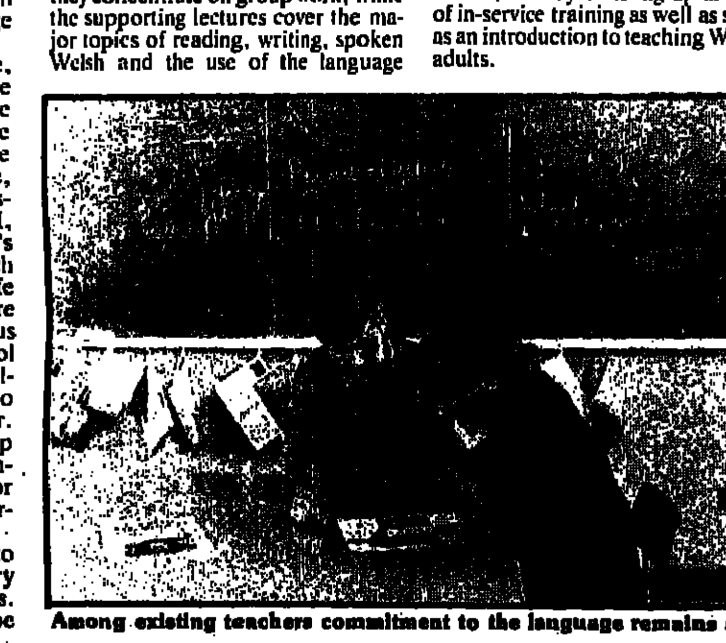


Photo: Malcolm Glover

Among existing teachers commitment to the language remains strong

Oral use

Sag mal. By Gillian Taylor and Oliver Gray.
Longman £2.50. 0 582 22384 9.

With the advent of GCSE and other modern languages examinations (in the 6th form as well as at 16-plus) in which the emphasis is no longer on grammar *per se* but rather on effective and significant communication, a book of this nature could prove to be a welcome adjunct to, if not at basic level actually a substitute for, a more traditional cumulative course.

Principally aimed at training and practice in German conversation and role-play, it boasts in the Introduction of its requiring neither grammatical knowledge nor any particular level of fluency, enough to gladden the heart of many a student if not teacher. The usual topics and survival situations may be taken in any order; one could break into the fairly arbitrary sequence according to one's inclination.

In the Conversation section, which aims to enable pupils to produce accurate statements about themselves and their environment, there is a refreshing realization that too often we have taught far too large a corpus of vocabulary, much of which pupils then reject, and quite rightly, as being personally irrelevant. Here each student can select and use words and phrases which apply to him or her individually. For each conversation topic the book provides a series of clearly set out and numbered boxes of vocabulary, followed by questions using the same numbers and in the same order. A further more open-ended question gives extra scope to the more able pupil.

Each unit in the Role-playing section begins with a dialogue (also recorded on tape) followed by various exercises, puzzles and activities which again can be worked by selecting a reply from a box of choices. In this section, too, a final dialogue exercise encourages students, particularly the more adventurous, to recombine the dialogue and the exercises and to assume greater autonomy.

As the title suggests, this is primarily a book for oral practice, but the final summary and revision section entitled "Make a phrasebook" suggests some written consolidation, which could equally apply to the exercises, particularly those of an open-ended nature.

The format is business-like and attractive, with some appropriate drawings which enhance the possible use of *Sag mal* in various classroom situations, by individual pupils, in pairs or in group-work. Above all, judicious use of this little volume by teacher and taught should teach the understanding and the use of realistic, authentic, situational language which GCSE and some other public examinations are designed to promote.

Michael J Smith

Spanish

Spanish Grammar Revision – Punto por Punto. By Neil Creighton.
Nelson Harrap £2.35. 0 17 445 088 5.
Escenario. By Rod Hares, Annella McDermott and Margaret Jull Costa.
Hodder and Stoughton £2.95. 0 340 41133 3. Cassette £9.50 + VAT.
¡Exacto! By Carla Blyth Hughes.
Oxford University Press £3.50. 0 19 912088 9. Cassette £8.00 + VAT.
¡Ya! 2. By Ulla Håkanson, Joaquin Masoliver, Gunilla Sandström, Luis Lerate and Hans L. Beeck. Adapted by Hedley Sharples.
Oxford University Press £3.95. 0 19 912 067 6. Two cassettes £20.
Pasaporte al español 2. By Robert Clarke with Derek Utley.
Macmillan £5.50. 0333 37331 6.
¡Vaya! Libro uno. By Marie Anthony and Michael Buckby Nelson.
Nelson £4.95. 01 17 439186 0.

Punto por Punto is a comprehensive yet concise grammar book, indispensable to the serious student of Spanish both at the GCSE level and as a reference aid for more advanced studies. The three sections deal in turn with the formation of tenses, pronouns and adjectives and finally grammatical points which are listed alphabetically. The subjunctive appears in this section and its usage is clearly explained. An excellent and thoroughly helpful book.

Escenario on the other hand is more of an optional extra. Based on the idea of learning through games and fun, it contains useful vocabulary and phrases related to little sketches but also relies heavily on pupils making their own cardboard magic lanterns and interpreting symbols as well as memorising large chunks of vocabulary before being able to play some of the games. The recorded material is the most successful.

Recorded authentic Spanish is one of the strong points of *¡Exacto!* which is a GCSE listening and reading comprehension book with cassettes, suitable for a good 4th or 5th year. The rapid Spanish enables pupils to cultivate the skill of gist learning and the tape transcripts are also provided at the back of the book. Topics range from making a date for the cinema to travelling with an Inter-Rail card, dieting and hiring a car plus the more usual situations at the bank, the chemist's and the Post Office. The sections on choosing meals and snacks and supermarket shopping are particularly good. Each of the 18 units contain a mixture of listening and reading comprehension exercises which lead on to role-play, conversations and guided compositions. Full of modern photographs and clearly legible excerpts from magazine and newspaper articles, *¡Exacto!* is most attractively presented and a good buy.

¡Ya! 2 is also very modern and clear in its approach and comes in two parts – a Students' Book and an Activity Book plus the cassettes. In the Students' Book, the authors have emphasized how widely Spanish is spoken throughout the American Continent quite apart from Spain itself and the Balearic and Canary Islands. They have also included interesting material about Don Quijote, Cristóbal Colón and the conquistadores as well as an extensive grammar section and a Spanish-English vocabulary. The Activity Book is full of exercises, though more role-play practice would be welcome. There are also unit vocabularies and an English-Spanish vocabulary. *¡Ya! 2* is a lively but more expensive course as both books are essential and are often needed simultaneously.

Pasaporte al español 2 lacks the colour and style of *Ya!* It is, nevertheless, a very sound course book based on a communicative approach to the language and ample space is given to role-play exercises and conversation practice. Each lesson begins with some Frases Clave which are then followed by practice in the four skills of speaking, listening, reading and writing. A similar pattern is followed throughout the book which allows easy access to the material but tends to become monotonous. *Pasaporte al español* contains excellent material but the black, white and grey format does not immediately appeal.

The final book, *¡Vaya! Libro uno* is also based on a communicative approach to Spanish. The accompanying cassette is beautifully spoken and the constant repetition reinforces the phrases being learnt. *¡Vaya!* focuses on Malaga and starting with asking the way and understanding directions, the student quickly moves on to extracting information from the Tourist Office and coping with a phone box. The language structures are carefully built up enabling the student to communicate confidently and effectively relatively quickly. The grammar section – *A ser detective* – encourages you to deduce the rules rather than merely learn them but a competent linguist would prefer a straightforward list of verbs etc. The teacher's resource book (£14.95) offers valuable suggestions for exploiting the material packed into the fourteen unidades. *¡Vaya!* would be a pleasure to use in the classroom or for an adult education class. It makes Spanish enjoyable!

Bel Allan

Telling the authentic tale *continued*

In some cases, too it's always handy to have something up your sleeve – preferably in the form of a microphone. Next time you tune into one of our programmes, take two minutes' silence please in respect of those wonderfully authentic airport announcements, shop transactions, slices of "street-life", and other touches of realia. Now I really know the meaning of the phrase "doing things off the cuff. . ." (And for those of you reflecting on the legal nature of such methods, a word of reassurance that we *do* check with the participants whenever necessary.)

Going for the language-in-the-raw is not without its problems; of course, and there are certain things, as a producer, that one has to be aware of – like Swiss German, for example; "authentic" it may well be, but understandable? . . . that's an entirely different matter. Hence, spending a week in Switzerland means persuading the rather reluctant natives to speak to you in "Hochdeutsch". And, of course, what they think is "Hochdeutsch" and what I and the pupils think it is, do not necessarily tally . . .

And then there was the chap with the story about his escape from Berlin which would have made wonderful listening, if it hadn't been for the brace on his teeth; the young woman with the impeccably clear German – who turned out to be a gifted linguist from France; the chap getting married in Austria whose name just happened to be Herr Titz; and last but not least the ailing artist from Berlin, whose interview, sniff, bears constant reminders, sniff, that he was suffering from a rather bad cold . . . I mean, just how authentic is our material meant to be? I suppose one could always put the German for "sniff" in the Teacher's Notes . . .

One of my biggest tasks this year has been preparing the new Business German series, due for broadcast in January 1988. I recall with amusement an incident in one of the "Practical Traveller" recordings. The object of the exercise – how to ask politely if you can change your hotel room. Simple, I think to myself – half an hour briefing at reception, then off we go, ready to record. Thirty seconds into the tape, I feel my hearing deceives me. I read just the recorder – still the same: "Ich möchte wissen, ob es möglich wäre, ein Change zu machen . . ." "Ein CHANGE"? "Ein CHANGE"! My linguistic ear pops in disbelief. Have I come all this way, has the BBC funded a week-long trip for "authenticities" such as this one? Heavens above, we've a hard enough job trying to convince pupils and business people alike of the need to learn the lingo without setbacks like these. Whatever next? Probably an English programme for Germans full of sentences like? "Could I take the Volkswagen to go and pick up my Hamburger?" No. German is a wonderful language, full of interesting words of its own – so let's hear them!

There are umpteen more tales I have to tell – as a linguist, one is never short of words. But the most important thing to mention is our hopes for the future. *Deutsch für die Oberstufe* has been going for 26 years. The new business German series is long-awaited. The programmes are good, the listenership too. All it takes is a BBC timetable, and a bit of forethought, and the broadcasts are yours. With our efforts and your support, we can hopefully look forward to another 26 years. All we need to get right now is the pronunciation of our non-linguistic BBC announcers. Why on earth we should be producing programmes in Dutch for over-fed Welshmen; I really don't know, "Dutch for Dai Oberstufer, Programme 2 . . ."

Deutsch für die Oberstufe, 5 programmes, 23–25 November 1987. Help Yourself: Business German, 4 programmes, 27 January 1988. Teacher's Notes for all Modern Languages series from Brighton Polytechnic.

TEACHING LANGUAGES?
Join your Professional Colleagues
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THE MODERN LANGUAGE ASSOCIATION
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Write to: M.L.A., Regent's College,
Inner Circle, Regent's Park, London NW1 4NS.
or ring (01) 486 0750
(2806)

"THE HISPANIC AND LUSO BRAZILIAN COUNCIL"
offers prizes on the results of its Annual Spring Examination for Schools in Spanish (at various levels) and Latin American Studies (sections on current affairs, geography, economics and literature).
Details from the Education Dept., Canning House, 2 Belgrave Square, London SW1X 8PJ. Tel: 01 235 2303.
(2770)

PRIMARY DEPUTY HEADSHIPS continued

HILLINGDON
LONDON BOROUGH OF HILLINGDON
SACRED HEART RC PRIMARY SCHOOL
Herlwyn Avenue, Ruislip, Middlesex HA4 6EZ
Headteacher: Mrs M.J. Honey, B.A.
Required for April 1988 a Deputy Headteacher for this Group 5 school.
Applicants should be practising Catholics.
Application forms from the Director of Education, Civic Centre, Uxbridge, Middlesex (Tel: Uxbridge 50431) and returnable to the Headteacher at the School. Closing date 27 November 1987.
Outer London Allowance Payable. (10717) 110012

NORFOLK
COUNTY COUNCIL
EDUCATION DEPARTMENT
CAISTER FIRST SCHOOL
Kingston Avenue, Caister on Sea, Gt. Yarmouth
NOR 237 5-8 mixed
Required April 1988, Deputy Headteacher (Group 5).
Closing date 27th November 1987.
Application forms and further details obtainable from and required to the Area Education Officer, 22 Euston Road, Gt. Yarmouth NR30 1EA on receipt of s.a.e. (15464) 110012

OLDHAM
METROPOLITAN BOROUGH OF OLDHAM
EDUCATION COMMITTEE
MEETING INDIVIDUAL NEEDS
PRIMARY TEACHERS
Required for September 1988 Seeking a first teaching appointment
NEWBARN INFANT SCHOOL
Longfield Road, Shaw, Oldham OL2 7HD
DEPUTY HEADTEACHER
Group 3
Required for Easter 1988. Applications are invited from teachers with relevant experience who are seeking to develop leadership qualities through corporate management.
The vacancy arises on the promotion of the present postholder.
For the above two posts application forms/further details (S.A.E.) Oldham OL9 6PP returnable to him by 27th November 1987. An Equal Opportunity Employer.
Assistance with Local Authority Housing available. (47039) 110012

OXFORDSHIRE
COUNTY COUNCIL
BAMPTON C.E. PRIMARY SCHOOL
Bowling Green Close, Bampton, Oxon. OX8 2HJ
Required from Easter 1987, a Deputy Headteacher for this Group 3 village school. Applicants should be enthusiastic class teachers committed to direct teaching and active learning through experience and apprenticeship. Ability to take music and to work closely with parents would be advantageous.
Application forms and details available from Headteacher (S.A.E. please). Visits welcomed.
An Equal Opportunity Employer. (47205) 110012

SHROPSHIRE
COLEHAM COUNTY PRIMARY SCHOOL
Greyfriars Road, Shrewsbury SY3 7EN
Tel: Shrewsbury 62668
Required from Easter 1988 a Deputy Headteacher (group 6). A commitment to direct experience approach essential.
Applicants must be very good classroom practitioners as well as having the ability to lead in an area of curriculum development.
Application forms from and returnable to the Headteacher.
(10579) 110012

SHROPSHIRE
STIRCHLEY COUNTY FIRST SCHOOL
Calcot Centre, Stirchley, Telford, Shropshire TF3 1YQ
Tel: Telford 596731
Required for April, 1988, an exceptional Permanent, Full-time, Deputy Head (Group 5), to take a lead in curriculum planning. An enthusiasm for the thematic approach to learning is essential.
Please state strengths.
Application forms and details from the Head (s.a.e.). Closing date 23rd November, 1987.
(10578) 110012

SOMERSET
COUNTY COUNCIL
CREWTON MENDIP CE VA PRIMARY SCHOOL
Bath
DEPUTY HEAD - Group 3
Please see main advertisement on Page 70. (22361) 110012

STOCKPORT
MAYCROFT INFANT SCHOOL
Westmorland Drive, Brinnington, Stockport SK5 8HH
Tel: 061-430 5006
DEPUTY HEADTEACHER - GROUP 4 - REF: 3246
Required from 11th April 1988.
A suitably qualified and experienced teacher required.
Application forms obtainable from the Director of Education, Town Hall, Stockport SK1 3XE (Tel: 061-480 4949, Ext. 3813) and returnable to the Headteacher at the school, quoting reference, by 27th November 1987.
Stockport is an Equal Opportunities Employer.
(41896) 110012

WEST SUSSEX
DEPUTY HEADTEACHER
ITCHINGFIELD C.P. SCHOOL
Required April 1988 for this split-site school (group 3). The successful candidate will be responsible for the day to day organisation of the infant school and should be an excellent practitioner, committed to learning through *first hand* experience. The post offers an exciting opportunity for an ambitious teacher willing to take an active part in the life of the whole school.
Application form and details from Area Education Officer, Mid Sussex Area Education Office, Beckworth House, Black Hill, Lindfield, West Sussex RH16 2DU s.a.e. please. (10790) 110012

NORTH TYNESIDE Council
NORTH TYNESIDE COUNCIL
EDUCATION COMMITTEE
PERCY ST. JOHN'S C. OF E. PRIMARY SCHOOL,
St. John's Terrace, Percy Main,
North Shields, Tyne and Wear, NE29 6HS.
DEPUTY HEADTEACHER
GROUP 3 ROLL 140
Applications are invited from suitably qualified and experienced teachers for appointment to the above-mentioned post from 18th April 1988 or such earlier date as may be arranged.
Applicants should be practising, preferably Communicant, members of the Church of England. Practising members of other Churches should not be deterred from applying.
Application forms and further details are available on receipt of a s.a.e. from the Director of Education, Education Office, The Chase, North Shields, NE29 0HW and should be returned to the Chairman of Governors, Reverend J.M. Pennington, M.A., St. John's Vicarage, Percy Main, North Shields, NE29 6HS within two weeks of the appearance of this advertisement.
It is the policy of this Council to provide equal employment opportunities and consideration will be given to all suitably experienced and qualified applicants regardless of disability, sex, race or marital status.
(53695)

Main Scale Incentive D

NORTHAMPTONSHIRE
ADVISORY TEACHER FOR EARLY YEARS
GRADE D ALLOWANCE
The post of advisory teacher for the early years has become vacant on the promotion of the present holder. Applications are invited for this post from teachers who are experienced in the education of children in the 3-8 age range and who are flexible, imaginative and capable of inspiring other teachers through the quality of the work they achieve with young children.
Closing date - 27th November.
Details and application forms (s.a.e.) available from the County Education Officer (Ref. MH), Northampton House, Northampton NN1 2HX.
Northamptonshire welcomes applications regardless of marital status, sex, race and disability.
(15449) 110032

Main Scale Incentive B

BEXLEY
LONDON BOROUGH
UPTON PRIMARY SCHOOL
Upton Road, Bexleyheath, Kent DA6 8LZ
Tel: 01-303 7266
A suitably qualified and experienced teacher is required to take responsibility for the Speech/Language class based in this school. (The class is the authority provision for statemented infant and junior aged children who have speech and language disorders). Post to date from Easter 1988 or earlier if possible - Main Scale Incentive Rate B. Applications close Monday 30th November, 1987.
Application forms and further details available from Chief Education Officer for Schools (T.6), Town Hall, Crayford, Kent DA1 4EN. (Enclosing foolscap s.a.e.).
(41919) 110036

BEXLEY
LONDON BOROUGH
HILLSGROVE PRIMARY SCHOOL
Sidmouth Road, Welling, Kent DA16 1DR
Tel: 01-303 4949
Head of Department is required to join a strong infant team with this large well equipped and pleasantly situated school. The successful applicant should have wide Infant teaching experience with the ability to play a full part in management, organisation and curriculum development. Please state areas of curriculum interest. Visits welcome. Main Scale Rate B. Closing date 8th January, 1988.
Application forms available from Chief Education Officer for Schools (T.6), Town Hall, Crayford, Kent DA1 4EN.
(41918) 110036

BUCKINGHAMSHIRE
MILTON KEYNES AREA
STANTON COUNTY MIDDLE SCHOOL
Fairfax, Bradville, Milton Keynes MK13 7BE
(Headteacher: Mr N.E. Holt)
TEACHER Main Scale + 'B' Incentive Allowance
Required an experienced and enthusiastic class teacher, who will be initially responsible for a class of ten year old children. The successful candidate will become part of the senior management team and have curricula responsibility for music. It is intended that the major responsibility for this post will be for home, school and community activities and liaison.
Candidates should be excellent classroom practitioners with the ability to contribute to the professional development of the teachers and In-Service work of the school.
In approved cases the County Council offers a substantial housing and relocation package. There is a wide range of housing to buy in the area.
Application form and further details available from the Headteacher on receipt of an A5 stamped addressed envelope.
Closing date: 27th November 1987. (22182) 110036

EALING
LONDON BOROUGH
EDUCATION DEPARTMENT
ISLIP MANOR FIRST SCHOOL
Islip Manor Road, Northolt, Middx. UB5 5DY
Tel: 01-845 3785
3 Scale B posts to be filled as soon as possible. The current vacancies are for leaders of 3rd, 2nd and Reception plus Nursery teams. The successful applicant(s) will form part of a senior management team consisting of the Head, Deputy and four year leaders. The year leadres are responsible for
1 the professional work of a team of between three and five colleagues:
2 liaison with all staff to ensure consistency and understanding of school's policies in regard to Equal Opportunities and Special Needs and
3 the continuity of curriculum provision throughout the school.
Main salary scale plus Incentive Allowance B plus £1,215 London Weighting.
Relocation expenses payable subject to conditions.
Application forms available from the Head to be returned by 27 November 1987.
Ealing Council welcomes applications from all regardless of sex, race, ethnic origin, responsibility for dependants, disabilities and from lesbians and gay men. (10750) 110036

ENFIELD
LONDON BOROUGH OF ENFIELD
ELDON JUNIOR SCHOOL
Eldon Road, London N9 8LG
Tel: 01-807 4763
Roll 321
Main Scale + 'B' Allowance (Two Posts)
Two experienced, capable and conscientious class teachers are required in January 1988, or as soon as possible thereafter. The successful candidates will be expected to participate in all aspects of school life and to take particular responsibility for one area of the curriculum. Teachers with an interest in games, audio-visual aids, social studies or language development are especially welcome to apply.
Please telephone for a appointment if you would like to visit the school before making an application.
London Allowance, £795.
Application forms and details (large SAE) obtainable from the Head Techer, to whom they should be returned within two weeks of the appearance of this advertisement.
An equal opportunity employer. (10751) 110036

ESSEX
WRITTLE JUNIOR SCHOOL
Margaretting Road, Writtle, Chelmsford CM1 3HG
Tel: Chelmsford 420392
(Roll 176)
TEACHER - Incentive Allowance 'B'
Required April 1988.
Lively teacher with above average skills and ambitions. Please state areas of interest/expertise. Initially for 3rd/4th Year Juniors Class.
Apply directly to Headteacher at the school.
(41828) 110036

NEWHAM
LONDON BOROUGH OF NEWHAM
An Equal Opportunity Authority
CENTRAL PARK INFANT SCHOOL
Central Park Road, London E6 3DW
Head Teacher: Mrs C.L. Simpson
Number on roll: 194 + 90 part time nursery
LANGUAGE TEACHER
Incentive Allowance 'B' (£1,002)
Required APRIL 1988/AS SOON AS POSSIBLE.
This position is vacant due to the promotion of the post holder. A successful and experienced teacher is needed to lead the staff in the development of the language curriculum. The applicant needs to be experienced in the teaching of English as a second language and in a multicultural curriculum.
LONDON ALLOWANCE £1,215.
Application forms/further particulars (s.a.e. please) available from The Director of Education to whom completed forms should be returned by 24.11.87.
Education Offices, 379/383 High Street, Stratford E15 4RD. (22262) 110036

NEWHAM
LONDON BOROUGH OF NEWHAM
An Equal Opportunity Authority
GAINSBOROUGH J.M.I. SCHOOL
Gainsborough Road, London E15 3AF
Head Teacher: C. Jones
Number on roll: 190 + 60 P.T. NURSERY
MUSIC TEACHER
Incentive Allowance 'B' (£1,002)
Required APRIL 1988/AS SOON AS POSSIBLE.
Experienced and enthusiastic infant teacher to be responsible for music throughout the school.
LONDON ALLOWANCE £1,215 plus Social priority Allowance.
Application forms/further particulars (s.a.e. please) available from The Director of Education to whom completed forms should be returned by 24.11.87.
Education Offices, 379/383 High Street, Stratford, E15 4RD. (22261) 110036

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES
(An equal opportunity employer)
HEATHFIELD INFANTS SCHOOL
Cobbett Road, Twickenham TW2 6EN
Tel: 01-894 4074
MAIN SCALE TEACHER - B ALLOWANCE - Plus £785 Outer London Allowance
Required for April 1988 or earlier if possible, a teacher in charge of the Infant Language Unit. Experience and training in individualised structured programmes for children with speech and language disorders desirable, alongside infant teaching classroom experience. The ability to co-ordinate a teamwork approach is necessary. Commitment to the whole school is essential with a willingness to participate with a lively enthusiastic staff.
Visits to the school are welcome.
Forms and further details (foolscap s.a.e.) from Director of Education, Regal House, London Road, Twickenham TW1 3QB, returnable by Friday 27th November 1987.
(22294) 110036

NEWHAM
LONDON BOROUGH OF NEWHAM
An Equal Opportunity Authority
CENTRAL PARK INFANT SCHOOL
Central Park Road, London E6 3DW
Head Teacher: Mrs. C.L. Simpson
Number on roll: 194 + 90 part-time nursery
COMMUNITY/HOME/JUNIOR SCHOOL LIASON TEACHER
Incentive allowance 'B' (£1,002)
Required: April 1988/AS SOON AS POSSIBLE.
A successful infant teacher who is experienced in teaching children whose first language is not English. The applicant needs to have experience and knowledge of the various cultures within our community and be able to advise and consult with colleagues and parents in both formal and informal atmospheres.
LONDON ALLOWANCE £1,215.
Application forms/further particulars (s.a.e. please) available from The Director of Education to whom completed forms should be returned by 24th November 1987. Education Offices, 379/383 High Street, Stratford E15 4RD.
(22263) 110036

SEFTON
METROPOLITAN BOROUGH OF SEFTON
EDUCATION COMMITTEE
CROSBY ROAD NORTH PRIMARY SCHOOL
Crosby Road North, Liverpool L22 0LD
ENTHUSIASTIC TEACHER required for January 1988 (Main Grade Incentive 'B' Allowance) to join the management team in this large Primary School which has 23 staff and also includes a Special Educational Needs class. A thorough knowledge of Primary Education is required, with special reference to Science and Information Technology. The ability to assist with Boys Games would be an advantage.
Application forms and further details may be obtained on receipt of s.a.e. from the Headteacher at the School to whom completed froms must be returned by 27th November 1987.
Sefton is an Equal Opportunity Employer. Canvassing will disqualify.
(22375) 110036

ST. HELENS
METROPOLITAN BOROUGH OF ST. HELENS
COMMUNITY EDUCATION DEPARTMENT
TEACHER
Main Grade + B Allowance
Required to commence Easter 1988 at Merton Bank Junior School (280 on roll) Roper Street, St. Helens WA9 1EJ.
To be responsible for the development of computer assisted learning and P.E./Games.
Closing date: 20th November, 1987.
For application form and further particulars please contact The Personnel Officer, St. Helens Town Hall, St. Helens, Merseyside WA10 1HP or Tel: Shirley Corcoran, Bill Atherton or Tina Short on St. Helens 52129 or St. Helens 24061, Ext. 2073/2074, to whom completed applications should be returned.
An Equal Opportunity Employer. (47041) 110036

BEXLEY LONDON BOROUGH
The Authority has vacancies in the following Schools for January 1988.
Barrington Infant, Bexleyheath.
Bedonwell Infant, Belvedere.
Bedonwell Nursery, Belvedere.
Belmont Primary, Erith.
Burnt Oak J.M., Sidcup.
Colyers Primary, Erith.
Danson Primary, Welling.
Days Lane Primary, Sidcup.
Dulverton Primary, Eltham.
Eastcote Primary, Welling.
Hillsgrove Primary, Welling.
Jubilee Primary, Thamesmead.
Longlands Primary, Sidcup.
North Cray Primary, Sidcup.
Northend Primary, Erith.
Northumberland Heath J.M., Erith.
Northumberland Heath Infant, Erith.
Northwood Primary, Erith.
Pelham Primary, Bexleyheath.
St. Fidelis R.C. Primary, Erith.
St. John Fisher R.C. Primary, Erith.
St. Michael's C.E. Primary, Welling.
Slade Green J.M., Erith.
Slade Green Infant, Erith.
Southlake Primary, Thamesmead.
Upland J.M., Bexleyheath.
Upton Primary, Bexleyheath.
Application forms available from Chief Education Officer for Schools (T.6), Town Hall, Crayford, Kent, DA1 4EN (enclosing foolscap s.a.e.).
(53337)
Bexley London Borough

Main Scale Incentive A

EALING
LONDON BOROUGH
EDUCATION SERVICE
OLDFIELDS FIRST SCHOOL
Oldfield Lane, Greenford, Middlesex UB6 8PR
Tel: 578 2507
Required for January 1988, an enthusiastic, experienced class teacher able to take special responsibility for music throughout this happy friendly, culturally diverse school. A well-equipped music room will enable the suitable candidate to continue the strong musical tradition long estalished at this school.
Visits to the school are welcomed.
Application forms available from the Head to be returned by 27th November 1987.
Main Salary Scale plus £1,215 London Weighting. Incentive Allowance A £501 payable.
Relocation expenses payable subject to conditions.
Ealing Council welcomes applications from all regardless of sex, race, ethnic origin, responsibility for dependents, from people with disabilities and from lesbians and gay men.
(10747) 110038

NEWHAM
LONDON BOROUGH OF NEWHAM
An Equal Opportunity Authority
CENTRAL PARK INFANT SCHOOL
Central Park Road, London E6 3DW
Head Teacher: Mrs C.L. Simpson
Number on roll: 194 + 90 Part-time nursery
MUSIC TEACHER
Incentive Allowance 'A' (£501)
Required APRIL 1988/AS SOON AS POSSIBLE.
An experienced infant teacher to co-ordinate the teaching throughout the school and develop the curriculum for music in consultation with the staff.
LONDON ALLOWANCE £1,215.
Application forms/further particulars (s.a.e. please) available from The Director of Education to whom completed forms should be returned by 24.11.87.
Education Offices, 379/383 High Street, Stratford E15 4RD. (22264) 110038

Main Scale

BARNET
LONDON BOROUGH OF BARNET
REQUIRED APRIL, 1988 OR EARLIER IF POSSIBLE.
BLESSED DOMINIC R.C. J.M.I. SCHOOL
Lanacre Avenue, Grahame Park, Colindale NW9 5FN
Tel: 205 5790
Two enthusiastic teachers one for Reception class and one for Junior class. Practising Catholics preferred. Visits to the school welcomed by arrangement with the Headteacher.
Removal expenses and separation allowances available.
Application forms (s.a.e. please) available from and returnable to the Clerk to the Governors c/o the school by 27th November 1987.
(10756) 110040

PRIMARY EDUCATION
continued

BARNET
LONDON BOROUGH
ST MARY'S C.E. J.M.I. SCHOOL
Church Hill Road, East Barnet, Herts. EN4 8SY
Tel: 01-449 5856
Roll: 181
Required April, 1988 or earlier if possible.
Teacher for 3rd Year Junior Class. Ability to organise games throughout the school will be an advantage.
Removal expenses and separation allowances available.
Application forms (foolscap s.a.e.) obtainable from and returnable to the school by 27th November 1987.
(10754) 110040

BEDFORDSHIRE
EDUCATIONAL SERVICE
ST MARY'S LOWER SCHOOL
Dunstable Road, Caddington
Tel: Luton 602420
Required for January 1988 an enthusiastic and experienced teacher. An interest in cooperative teaching/integrated Day/Thematic approach desirable.
Practising Catholic preferred.
Application forms available from and returnable to the Headmistress. SAE please.
(47062) 110040

BUCKINGHAMSHIRE
ALEX CAMPBELL COUNTY MIDDLE SCHOOL
See advertisement under Primary Education, Remedial and Special Needs. Main Scale. (22184) 110040

BEDFORDSHIRE
EDUCATION SERVICE
BEECH HILL COMMUNITY INFANT SCHOOL
Dunstable Road, Luton, Beds.
Tel: Luton 429434
Required for January 1988 a qualified Infant teacher for this multicultural school.
Application forms available from and returnable to the Headmistress SAE please.
Bedfordshire is an equal opportunities employer.
(47061) 110040

BEDFORDSHIRE
EDUCATION SERVICE
LEAGRAVE JUNIOR SCHOOL
Strangers Way, Luton, Beds.
Tel: Luton 571951
Required for January 1988, a General subjects class teacher with an interest in C.D.T.
Please state all curriculum interests.
Application forms available from and returnable to the Headmaster. SAE please.
Bedfordshire is an equal opportunities Employer.
(47063) 110040

BERKSHIRE
ROYAL COUNTY OF BERKSHIRE
ST. MARK'S C OF E (CONTROLLED) SCHOOL
Cold Ash, Newbury
Tel: Thatcham 62600
St. Mark's C of E school is looking for a Main Scale Teacher with the ability to teach across the primary range. An interest in Science would be an advantage for this cooperatively planned four teacher school. Enquiries and visits welcome, ring Mrs Davis, Headteacher.
Closing date 30th November.
An Equal Opportunity Employer. (41813) 110040

BERKSHIRE
ROYAL COUNTY OF BERKSHIRE
TEACHING VACANCIES IN SLOUGH
There are at present many varied and interesting vacancies in Primary, First and Middle Schools in the Slough area.
If you are interested and would like further information please contact The Director of Education (Ref: ES/LW) Shire Hall, Shinfield Park, Reading, Berks. RG2 9XE.
Closing date 30th November 1987.
An Equal Opportunity Employer. (41816) 110040

BERKSHIRE
ROYAL COUNTY OF BERKSHIRE
CROWN WOOD PRIMARY SCHOOL
Opladen Way, Crown Wood, Bracknell
N.O.R. 370
Required January 1988, an Infant Teacher (Main Scale) who has experience of and is dedicated to team teaching. Ideally the applicant should offer expertise in Maths and/or Science and/or Music.
Please ring to arrange a visit (Bracknell 485448).
For further details and Application Form please contact Headteacher.
No closing date.
Berkshire has a scheme of reimbursement of lodging and removal expenses.
An Equal Opportunity Employer. (41815) 110040

BERKSHIRE
ROYAL COUNTY OF BERKSHIRE
GREAT HOLLANDS JUNIOR SCHOOL
Wordsworth, Bracknell
N.O.R. 289
Required January 1988, a full time teacher (Main Scale) to work in this open plan school with 3rd and 4th year Juniors.
Visits to the school are welcome. Please contact Headteacher for further details (Bracknell 424911).
No closing date.
Berkshire has a scheme of reimbursement of lodging and removal expenses.
An Equal Opportunity Employer. (41810) 110040

BRADFORD
CITY OF BRADFORD METROPOLITAN COUNCIL
IDLE CE FIRST SCHOOL (AIDED)
Required for January 1988: an enthusiastic, experienced First School Teacher to work initially with a class of 4-6 year old children. An interest in Art, Craft and Display would be an advantage. Alternatively, applicants should state areas of curriculum interest and expertise.
Prospective applicants are invited to visit the school to discuss the post.
Application forms may be obtained from the Directorate Personnel Office, 2nd Floor, Provincial House, Market Street, Bradford BD1 1NP and should be returned to the Headteacher, Mrs Daffern, Idle CE(A) School, Boothroyd Drive, Idle, Bradford BD10 8LU, by 25 November 1987.
Reference ET/22687/TES.
Bradford is an equal opportunities employer and welcomes applications from candidates of any race, sex, age or disability, unless otherwise stated.
(22155) 110040

BROMLEY
MOTTINGHAM PRIMARY SCHOOL
Ravensworth Road, Mottingham SE9 4LW
Tel: 01-857 4181
For January 1988, infant teacher, initially reception either for a two term contract or as a permanent teacher.
Ours is a small, friendly school and will be moving into a well-equipped new building in September.
Application form and further details available from/returnable to the Headteacher (large sae) by 24th November 1987.
(10600) 110040

BROMLEY
ST. GEORGE'S (BICKLEY) C.E. PRIMARY SCHOOL
Tylney Road, Bromley BR1 2RL
Tel: 01-460 4966
For January, a committed teacher on a temporary appointment (main professional grade) for two terms. The class to be taken is one of second and third year infants.
Details/Application forms from and returnable to the Head Teacher (large sae) by 24th November 1987.
(41801) 110040

BROMLEY
HAYES PRIMARY SCHOOL
George Lane, Bromley, Kent BR2 7LQ
Tel: 01-462 1769
For January, to join an enthusiastic and committed staff at this pleasantly situated primary school, two temporary teachers for the following posts:
i) Temporary two-term vacancy (Main Professional Grade). Spring and Summer terms only. To be responsible for a class of 4th year Juniors.
ii) Temporary one-term vacancy (Main Professional Grade). Spring Term only. To be responsible for a class of 1st and 2nd year Juniors.
Application form and further details available from/returnable to the Headteacher (large sae) by 24th November 1987.
(41808) 110040

BUCKINGHAMSHIRE
MILTON KEYNES AREA
SUMMERFIELD COUNTY COMBINED SCHOOL
Downley Avenue, Bradwell Common, Milton Keynes MK13 9PG
(Headteacher: Mrs J. Rudin)
Required from January 1988 for two terms, a temporary full-time teacher for 6 year olds. Please indicate philosophy and curriculum expertise. Main Scale Post.
Application form and further details available from the Headteacher on receipt of an A5 stamped addressed envelope. (22185) 110040

BUCKINGHAMSHIRE
Equal Opportunity Employer
BEACONSFIELD/CHILTERN AREA
IVER COUNTY MIDDLE SCHOOL
High Street, Iver
Tel: Iver 653059
Headteacher: Mr D.M. Kitchener
Required for January 1988 full-time teacher for a class of 10/11 year pupils. Please state curriculum strengths and interests.
Please apply in writing with full C.V. and the names of 2 referees as soon as possible. This is a temporary post for 2 terms. (Main Scale).
(22180) 110040

BUCKINGHAMSHIRE
MILTON KEYNES AREA
CEDARS COUNTY MIDDLE SCHOOL
Bury Street, Newport Pagnell, Bucks. MK16 0DT
Headteacher: Mr T. Winter
Required for January 1988 for one term in the first instance to take a class of 10 to 11 year olds. Main Scale Post.
Apply by letter to the Headteacher giving full curriculum vitae and names and addresses of two referees.
(15387) 110040

BUCKINGHAMSHIRE
COUNTY COUNCIL
MEADOWCROFT COUNTY MIDDLE SCHOOL
Belgrave Road, Aylesbury, Bucks. HP19 3HP
Headteacher: J.L. Stevens, B.Ed.
Roll: 200 pupils
Main Grade
Required for January 1988, an enthusiastic teacher, with an ability to develop Boys' P.E. and Games throughout the school. This post may be suitable for a first appointment.
An attractive relocation package including mortgage assistance is available in approved cases.
Application form and further details (s.a.e.) from, and to be returned to, the Headteacher at the school.
(15389) 110040

BURY
METROPOLITAN BOROUGH OF BURY
An Equal Opportunity Employer
EDUCATION DEPARTMENT
TEMPORARY TEACHER (Main Scale) required for 1st January, 1988 to 31st August, 1988 or 31st March, 1990 at All Saints C.E. Primary School, Rufford Drive, Whitefield, Manchester M25 6PL to be responsible for co-ordinating the Infant Department. Candidates are asked to state their curricular interests and specialisms.
The vacancy has arisen owing to the secondment of the present postholder to the E.S.G. Oracy Project.
Application forms and further details obtainable from and returnable to the Director of Education, Education Offices, Market Street, Bury BL9 0BN by 20th November 1987.
(47018) 110040

BURY
METROPOLITAN BOROUGH OF BURY
An Equal Opportunity Employer
EDUCATION DEPARTMENT
TEACHER (Main Scale) required for 1st January, 1988 or as soon as possible thereafter at Elton C.P. School, Alston Street, Bury BL8 1SB for Juniors. Ability to play the piano to Grade V standard, or equivalent competency (though the applicant would not necessarily be required to teach Music). It is hoped that the suitable candidate would also offer an interest in a particular curriculum area e.g. computer learning and would be willing to be involved in multicultural education through assemblies and projects. The applicant could also be required to teach hearing impaired and special needs children (with support) who are classed based.
Applications by letter including full curriculum vitae together with the names and addresses of two referees to the Director of Education, Education Offices, Market Street, Bury BL9 0BN by 23rd November, 1987.
TEACHER (Main Scale) required for 1st January, 1988 or as soon as possible thereafter at St. John's C.E. Primary School, Johnson Street, Radcliffe, Manchester M26 9AN for Boys' Games. Initially the class will be 1st Year Juniors.
Preference will be given to committed Christians who are willing to co-operate with the school and the parish Church.
Application forms are obtainable from and returnable to the Director of Education, Education Offices, Market Street, Bury BL9 0BN by 27th November, 1987.
(47017) 110040

CAMBRIDGESHIRE
COUNTY COUNCIL
(An Equal Opportunity Employer)
HUNTINGDON AREA
GREAT STAUGHTON C.P. SCHOOL
Great Staughton, Huntingdon PE19 4BA
Required from Easter 1988 teacher (main scale) for a class of middle juniors. An interest in Science/Environmental Studies and Games desirable.
Application forms and further details from the Headteacher. Closing date 4th December. (10799) 110040

CAMBRIDGESHIRE
COUNTY COUNCIL
(EQUAL OPPORTUNITY EMPLOYER)
SACRED HEART R.C. PRIMARY SCHOOL
Tollgate, Bretton, Peterborough PE3 6XD
Tel: Peterborough 262449
Head Teacher: Mr P. Matthews
Group 4
Required for January, 1988:- Efficient and dedicated Catholic primary teacher (Main Professional Grade) for a fourth year junior class. The ability to work in a co-operative way and to assist in the development of science, technology and mathematics, currently under review, would be an advantage.
Initially this is a temporary post for two terms.
Applicants are welcome to visit the school by arrangement with the Head Teacher, from whom application forms and further details may be obtained (s.a.e.). Closing date 30th September, 1987.
(10794) 110040

DONCASTER
TEACHING SUPPORT SERVICE
Sandringham Road, Doncaster
Tel: Doncaster 323404
Required as soon as possible. Main Scale Teacher to join the team. Training for and previous teaching experience with Infant aged children would be an advantage.
Applications and further details from Mr D.W. Houldsworth at the Centre, to whom they should be returned by the 27th November 1987.
We are an equal opportunities employer so applications from disabled persons are welcome.
(22137) 110040

DERBYSHIRE
COUNTY COUNCIL
INFANT EDUCATION
Please see composite advert under secondary page 69.
(47007) 110040

DEVON
Please see display advertisement on Page 63.
(10734) 110040

DONCASTER
OUR LADY MOUNT CARMEL R.C. PRIMARY SCHOOL
Sandringham Road, Intake, Doncaster DN2 5JG
Tel: Doncaster 349743
Required from January, 1988, General Class Teacher, Main Scale for this Infant/Junior School.
All candidates must be practising catholics.
Application forms are available from the Director of Education, Princegate, Doncaster DN1 3EP (stamped, addressed envelope please) to whom completed forms should be returned by 27th November, 1987.
We are an equal opportunities employer and welcomes applications irrespective of sex, race or disability. (15373) 110040

EALING
LONDON BOROUGH
Education Service
RAVENOR COMBINED FIRST AND MIDDLE SCHOOL
Rosedene Avenue, Greenford, Middlesex
Tel: 01-578 1654
Teacher required for January or April 1988 to take a class of 8/9 year olds. In this well resourced expanding primary school. Main Salary Scale + £1,215 London Weighting.
Relocation expenses payable subject to conditions.
Application form (sae) available from the Head to be returned by 27th November 1987.
Ealing Council welcomes applications from all regardless of sex, race, ethnic origin, responsibility for dependants, from people with disabilities and from lesbians and gay men. (10768) 110040

Main Scale Vacancies
Situated on the North Bank of the Thames, a few miles to the east of Central London, we are conveniently located for the City and West End, and within accessible distance of the Essex countryside and coast. Our schools are well maintained and well equipped, and there is a flourishing Teachers' Centre. The Authority pays special attention to in-service training.
Teachers moving to the area to take up permanent appointments are eligible to claim 100% removal expenses.
£1,215 per annum Inner London Allowance payable.
Amongst the vacancies that exist from January 1988 are:

Cambell Infants' School (Roll 274)
Langley Crescent, Dagenham, Essex. (Telephone No. 01-592 5624).
Assistant teacher with an interest in Curriculum Development/Music for this lively infants' school.

Dorothy Barley Infants' School (Roll 265)
Davington Road, Dagenham, Essex. (Telephone No. 01-592 1306).
A versatile teacher with a sense of humour is needed for a middle infant or reception class in this happy infant/nursery school. The post is vacant from April 1988 or sooner if possible.

Eastbury Infants' School (Roll 89)
Dawson Avenue, Barking, Essex. (Telephone No. 01-594 4008)
An enthusiastic general class teacher for this small and happy infants' school.

Godwin Infants' School (Roll 253)
Finnymore Road, Dagenham, Essex. (Telephone No. 01-592 3771)
An experienced and enthusiastic teacher to take responsibility for Mathematics and Computer Studies.

John Perry Infants' School (Roll 128)
Charles Road, Dagenham, Essex. (Telephone No. 01-592 8173)
1. A suitably qualified energetic teacher to open and be responsible for the new nursery unit.
2. An enthusiastic lively teacher for a class of top infants — able to take responsibility for Art and Display in the school.

Richard Alibon Infants' School (Roll 169)
Alibon Road, Dagenham, Essex. (Telephone No. 01-592 6504)
A suitably qualified teacher is required to be responsible for a recently opened nursery unit.

Village Infants' School (Roll 271)
Ford Road, Dagenham, Essex. (Telephone No. 01-592 0410)
An enthusiastic teacher is required to join an energetic and committed team in this semi-open plan school.

Dorothy Barley Junior School (Roll 256)
Ivinghoe Road, Dagenham, Essex. (Telephone No. 01-592 2107)
An experienced and enthusiastic teacher (initially for first and second years) preferably with curriculum speciality in one of the following areas: Music, Drama and Dance.

Marks Gate Junior School (Roll 156)
Rose Lane, Chadwell Heath, Romford, Essex. (Telephone No. 01-599 1416)
An enthusiastic class teacher to take responsibility for Music throughout this modern school set in pleasant surroundings.

Richard Alibon Junior School (Roll 213)
Alibon Road, Dagenham, Essex. (Telephone No. 01-592 2193)
An experienced teacher to join an energetic and committed staff. Willingness to assist in Mathematics and Games would be an advantage.

St. Joseph's R.C. Primary School (Roll 216)
The Broadway, Barking, Essex. (Telephone No. 01-594 4020)
Two enthusiastic class teachers for this happy family primary school. Practising Roman Catholics preferred. It is envisaged that the successful applicants will play an important part in the whole life of the school. The school is within easy walking distance of Barking's British Rail and Underground stations.

St. Peter's R.C. Primary (Roll 313)
Goresbrook Road, Dagenham, Essex. (Telephone No. 01-592 6473)
An experienced primary school teacher is required to join an energetic and committed staff. Must be willing to assist with Language Development throughout the school.

Thames View Junior School (Roll 179)
Bastable Avenue, Barking, Essex. (Telephone No. 01-594 8646)
A teacher with energy and initiative is required to co-ordinate the Art, Craft and Display in this challenging and rewarding school.

INFORMAL VISITS WELCOME IN RESPECT OF THE ABOVE POSTS.

Barking & Dagenham
Application forms available from the Chief Education Officer (s.a.e.), Town Hall, Barking, Essex. Closing date 26th November, 1987.
Education Department (53335)
An Equal Opportunity Employer



Infant and Junior Vacancies
Permanent vacancies exist from January or April, 1988 in the following schools:

CLEVELAND JUNIOR SCHOOL,
Cleveland Road, Ilford, Essex
Headteacher: G E Ballinger

FAIRLOP INFANTS' SCHOOL,
Colvin Gardens, Hainault, Ilford, Essex
Headteacher: Mrs M J Melnick

MOSSFORD GREEN PRIMARY SCHOOL,
Fairlop Road, Barkingside, Ilford, Essex
Acting Headteacher: Mrs C E Sears

PARKHILL INFANTS' SCHOOL,
Lord Avenue, Clayhall, Ilford, Essex
Headteacher: Mrs E W Flood

REDBRIDGE JUNIOR SCHOOL,
College Gardens, Redbridge, Ilford, Essex
Headteacher: L J Stevens

REDBRIDGE INFANTS' SCHOOL,
College Gardens, Redbridge, Ilford, Essex
Headteacher: Miss A Papworth

CHURCHFIELDS INFANTS' SCHOOL,
South Woodford, E18 2RB
Headteacher: Miss O. R. Killen
GEARIES INFANTS' SCHOOL,
Gaysham Avenue, Gants Hill, Ilford, Essex
Headteacher: Miss A. V. Williams

The posts are on Main Professional Grade plus Outer London Allowance. Generous relocation and removal expenses are payable in approved cases.
Applicants should apply by letter to Mrs Marian Selwyn-Smith, Senior Inspector, Education Offices, 255-259 High Road, Ilford, Essex IG1 1NN, stating which of the above schools they are interested in.
Closing date: 20 November 1987. (51893)

PRIMARY EDUCATION
continued

DUDLEY
METROPOLITAN BOROUGH
Equal Opportunities Employer
BEAUTY BANK PRIMARY SCHOOL
Forge Road, Stourbridge, West Midlands DY8 1XF
Required January, 1988 or as soon as possible thereafter EXPERIENCED and ENTHUSIASTIC TEACHER (Main Scale plus SPA) to take responsibility for 30 place (F/TE) nursery unit.
Details/Application forms from and returnable to Headteacher, Mr. D. Cooper (Stourbridge 394871) by 23rd November.

WALLBROOK PRIMARY SCHOOL
Off Bradleys Lane, Coseley, Bilston, West Mids. WV14 8YP
Required January, 1988 or as soon as possible thereafter, Class TEACHER (Main Scale) for reception class. Interest in music, language development or expressive arts would be an advantage, but of more significance is the willingness to be an enthusiastic member of a hard-working, friendly and innovative first school team.
Details/Application forms from and returnable to Headteacher Mr. P. Tighe (021-557 1783) by 27th November.
(22273) 110040

EALING
LONDON BOROUGH
CONTRACT SUPPLY TEACHERS - PRIMARY
Main Scale
A number of full time posts are available to experienced Primary teachers. The teachers appointed will be deployed as neccessary on a short term basis within a group of schools mainly to cover absences. Daily deployment will be pre-planned when possible.
Conditions of employment and arrangements for payment of salary are as for other established teaching posts in the Authority's service.
£1,215 p.a. London Weighting.
Relocation expenses payable subject to conditions.
Application forms available from the Chief Education Officer, Hadley House, 79-81 Uxbridge Road, London W5 5SU (large SAE) to be returned by 27 November.

COSTON FIRST & MIDDLE SCHOOL
Oldfield Lane South, Greenford UB6 9JU
Tel: 578 1515
(A) Required for January or as soon as possible thereafter, enthusiastic, teacher to join an active combined school team.
Initial class responsibilities with second year middle department.
Interest in Physical education across the combined school desirable.
(B) Required for January or as soon as possible thereafter, enthusiastic, First school department teacher to join an active combined school team.
Candidate should indicate curricular expertise and interests.
For above 2 posts applicants are welcome to visit the school. Main salary scale + £1,215 London Weighting. Relocation expenses payable subject to conditions.
Application forms available from the Head to be returned by 27 November 1987.
Ealing Council welcomes applications from all regardless of sex, race, ethnic origin, responsibility for dependants, from people with disabilities and from lesbians and gay men. (10741) 110040

EALING
LONDON BOROUGH
EDUCATION SERVICE
DORMERS WELLS FIRST SCHOOL
Dormers Wells Lane, Southall UB1 3HX
Temporary Contract: Competent class teacher required for Spring Term 1988 for a class of 5-6 years while their teacher is on secondment.
Application forms (SAE) from Head to be returned by 2nd December 1987.
Ealing Council welcomes applications from all regardless of sex, race, ethnic origin, responsibility for dependants, from people with disabilities and from lesbians and gay men. (47080) 110040

EAST SUSSEX
ST THOMAS' CE (VA) PRIMARY SCHOOL
Corseley Road, Groombridge, Tunbridge Wells, Kent TN3 9SF
Roll: 87
From Easter: Teacher for Reception and Middle Infants (Main Scale). Candidates should be prepared to make a major contribution to the corporate life of this thriving village primary school and state their curriculum strengths accordingly. Readvertisement: all previous applicants will be considered.
Relocation grants in approved cases.
Application forms (sae please) from the County Education Officer, PO Box 4, County Hall, St Anne's Crescent, Lewes BN7 1SG. Returnable to the Head Teacher.
Closing date: Monday, November 30th, 1987.
(15414) 110040

EAST SUSSEX
SOUTHDOWN COUNTY JUNIOR SCHOOL
Church Hill, Newhaven BN9 9LX
Roll: 190
From Easter or earlier if possible: Junior Teacher (Main Scale) for a third year class of juniors. Please state curriculum strengths.
Relocation grants in approved cases.
Application forms (sae please) from the County Education Officer, PO Box 4, County Hall, St Anne's Crescent, Lewes BN7 1SG. Returnable to the Head Teacher by November 27. (47029) 110040

EAST SUSSEX
MIDDLE STREET COUNTY PRIMARY SCHOOL
Middle Street, Brighton BN1 1AL
Roll: 167
From January or as soon as possible: experienced Nursery Trained Teacher (Main Scale) who can offer curriculum leadership throughout the school in one of these areas:- Art, Craft and Display/Music/Humanities. Must be able to work in a lively team and be responsible for the training of NNEB Students in school. A commitment to parental involvement and some home visiting is expected.
Relocation grants in approved cases.
Application forms (sae please) from the County Education Officer, PO Box 4, County Hall, St Anne's Crescent, Lewes BN7 1SG. To be returned to the Head Teacher by November 27.
(47027) 110040

ENFIELD
LONDON BOROUGH OF ENFIELD
TUITION SERVICE
Due to the restructuring of the Tuition Service exciting new opportunities have arisen for teachers to work full-time alongside children with Special Needs in the Primary Schools within the Borough.
It is envisaged that teachers will be allocated to a cluster of schools geographically grouped.
Applicants should preferably be primary trained with recent experience. A qualification in Special Needs would be helpful, but is not essential.
London Allowance, £795.
Application forms (large SAE) obtainable from, and to be returned to, the Education Personnel Unit, P.O. Box 56, Civic Centre, Silver Street, Enfield EN1 3XQ. Closing date 27th November 1987.
An equal opportunity employer. (47076) 110040

ESSEX
RIDGEWELL C OF E PRIMARY SCHOOL
Church lane, Ridgewell, Halstead CO9 4SA
Tel: Ridgewell 364
(Roll 86)
INFANT TEACHER - MAIN SCALE
Required January 1988 or as soon as possible thereafter Enthusiastic teacher for this pleasant rural Primary School.
Applications direct to the Headteacher.
Closing date: 26th November 1987. (41825) 110040

HAVERING
LONDON BOROUGH OF HAVERING
OGLETHORPE JM & I SCHOOL
Ashvale Gardens, Cranham, Upminster RM14 3NB
Tel: Upminster 25202
Headteacher: J.A. Glanville, B.A.
Roll: 267
Required for January 1988 or as soon as possible thereafter, a suitably qualified and experienced Junior teacher to be responsible for boys games and PE throughout the school.
Applications are available (sae please) from the Director of Educational Services (Ref: Staffing/DHT) Mercury House, Mercury Gardens, Romford RM1 3DR. Closing date 27th November 1987.
(15449) 110040

HERTFORDSHIRE
PRAE WOOD JMI SCHOOL
King Harry Lane, St. Albans AL3 4HZ
Head: Mr T.D. Stafford
Group 4
Required for January 1988, teacher for Infants and Lower Juniors Co-operative teaching in an open plan unit.
Hertfordshire offers a generous scheme of relocation allowance under approved circumstances.
Letters of application to Headteacher with c.v. and names and addresses of two referees as soon as possible. Visits welcome (Please telephone to arrange, Tel: St. Albans 65488).
(22364) 110040

HERTFORDSHIRE
MID HERTS MUSIC CENTRE
Wellfield Road, Hatfield AL10 0BZ
Tel: 65852
Required for January, 1988, a part-time Peripatetic Violin Teacher, (0.6), Main Scale, for the Mid Herts Area. Mainly Primary Schools, teaching in small groups.
Application forms and further details available from the Advisory Teacher at the Music Centre. (s.a.e. please).
(10725) 110040

HERTFORDSHIRE
ST PAUL'S RC JMI SCHOOL
Park Lane, Cheshunt, Herts. EN7 6LR
Tel: Waltham Cross 35060
Required for JANUARY or APRIL, a practising Catholic teacher for Juniors (main scale).
Apply by letter to the Headteacher, giving full curriculum vitae and names and addresses of two referees. Visits to the school welcome.
The Authority operates a generous recruitment incentive scheme. (41871) 110040

HERTFORDSHIRE
THORLEY HILL PRIMARY SCHOOL
Bishop's Stortford, Herts. CM23 3NH
Tel: Bishop's Stortford 54496
A teacher with ambition is required in this well established primary school from 1 January 1988 to fill the vacancy created following a promotion to Headship.
Application in the form of letter, stating any specialism, plus curriculum vitae should be sent to the Headteachr as soon as possible. The Authority operates a generous recruitment incentive scheme.
Visits to the school welcome by appointment.
(41868) 110040

HERTFORDSHIRE
BROOKLAND JM SCHOOL
Elm Drive, Chestnut, Herts.
Tel: Waltham Cross 24497
Head: Miss S.R. Lund
Required for January 1988 a suitably qualified and experienced class teacher. Letters of application and curriculum vitae should be sent to the Headteacher as soon as possible. Applicants are invited to visit the school by appointment.
The Authority operates a generous recruitment incentive scheme. (41863) 110040

HERTFORDSHIRE
THE BURLEIGH JM SCHOOL
Blindmans Lane, Cheshunt, Herts. EN8 9DP
Tel: 0992 24045
(GROUP 4)
(Head: Mr. R. Walker)
Required for January 1988, a capable junior class teacher, main professional grade, who would be happy teaching any age group in this traditionally organised 2 form entry junior school. The ability and willingness to involve oneself with the school's many extra curricular activities would be helpful. Someone with a musical background would be particularly welcome. The Authority operates a generous recruitment incentive scheme.
Application form available from the Head, to whom it should please be returned with letter and names and addresses of two referees.
(41865) 110040

HERTFORDSHIRE
HOLY TRINITY C.E. SCHOOL
Crossbrook Street, Waltham Cross, Herts. EN8 8LU
Tel: W. Cross 23467
TEACHER (Main Professional Grade) required for January 1988 initially for two terms, with the possibility of a permanent appointment for a suitable applicant. The post would initially be with a third year junior class. Applicants should be in sympathy with the aims and objectives of a church school. An interest in games would be valuable though not essential.
Please send a letter of application to the headteacher as soon as possible with a c.v., naming two referees. Telephone enquiries welcomed. (41870) 110040

HERTFORDSHIRE
ST. JOSEPH'S RC JMI SCHOOL
Ainsdale Road, South Oxhey, Watford
Required January, part time (0.8) teacher of INFANTS. Post could become full time for suitable applicant. Practising Catholic preferred. Please state special interests. Musical ability an asset but not essential. Main Scale + London Fringe allowance.
Apply by letter to Headmaster giving curriculum vitae and names and addresses of two referees. Visits welcomed. (41854) 110040

HILLINGDON
LONDON BOROUGH OF HILLINGDON
LONGMEAD PRIMARY SCHOOL
Laurel Lane, West Drayton, Middlesex UB7 7TX
Headteacher: H.L. Stephens
An experienced and enthusiastic Infant Teacher is required to co-ordinate all aspects of Physical Education throughout the school.
Application forms from the Director of Education, Civic Centre, Uxbridge, Middlesex (Tel: Uxbridge 50431). Closing date 27.11.87.
Outer London Allowance Payable.
(10716) 110040

HILLINGDON
LONDON BOROUGH OF HILLINGDON
FRITHWOOD SCHOOL
Carew Road, Northwood, Middlesex HA6 3NJ
Headteacher: Mrs J. Williams
Required for January 1988, a suitably qualified class teacher for the Junior Department.
Application forms from the Director of Education, Civic Centre, Uxbridge, Middlesex (Tel: Uxbridge 50431) to whom they should be returned as soon as possible and not later than 27.11.87.
Outer London Allowance Payable.
(10715) 110040

HOUNSLOW
CHATSWORTH INFANT & NURSERY SCHOOL
Heath Road, Hounslow, Middlesex TW3 2NW
Tel: 01-560 6018
Headteacher: Mrs S.A. Wiggett, Dip. N. Ed.
INFANT TEACHER - Main Scale
Required for January 1988, or as soon as possible thereafter, an enthusiastic and well-organised infant class teacher, initially for a middle infant class, with responsibility for Mathematics throughout the school.
Interested applicants are invited to visit the school by arrangement.
application forms obtainable from the Director of Education, Civic Centre, Lampton Road, Hounslow (Ref: S/EBA), to whom they should be returned by Friday, 27 November 1987.
LONDON ALLOWANCE £795 PER ANNUM.
WE ARE AN EQUAL OPPORTUNITY EMPLOYER.
(47003) 110040

ilea
Working in Education
The Inner London Education Authority is committed to providing a high quality education service to one of the most ethnically and culturally diverse populations in Britain and is able to offer its teachers:
* *Commitment to promoting equality of opportunity in education*
* *Pupil teacher ratios among the best in the country*
* *Half-day a week induction training for probationers and a high level of in-service training provision thereafter*
* *With some 950 schools, opportunities to broaden experience and enhance career prospects*
* *Excellent support staff and professional back-up, plus a range of central specialist resources*
* *Inner London allowance of £1,215 plus in many cases Social Priority allowance of £201/276 p.a. in addition to salary.*
* *As a result of The Teachers' Pay & Conditions Act 1987, Burnham rates of pay have now been replaced by a revised structure. The posts listed below give details of the new 'Main Scale' plus an 'Incentive Allowance' (IA) where applicable.*

The rate payable is:

Rate	Annual Amount
B	£1,002
D	£3,000
E	£4,200

(note: rates A and C are yet to be introduced).
* *All posts open to job-sharing, unless indicated otherwise (NJS). A register for pairing potential job-sharers is maintained by EO/PER/PS7, Room 533, The County Hall, London SE1 7PB. Tel: 01-633 3814. (N.B. applications can NOT be dealt with on this number).*

Headships & Deputy Headships
Please refer to separate advertisement also in this publication on page 38.

Nursery Education
PRINCESS MAY (I+N) Barretts Grove, Stoke Newington, N16. Tel: 01-254 3024. Roll: Group 4. Required asap Nursery teacher to work in attractive double unit in this friendly multi-lingual school.

RHYL (JM&I+N) Rhyl Street, Kentish Town, NW5. Tel: 01-485 4899. Roll: 420 + 32 p/t, 10 f/t. Acting Head: Keith Sampey Required from January enthusiastic Main Scale teacher with sound experience of Early Years Education to take responsibility for thriving Nursery. Successful candidate must be committed to working closely with parents and community.

ST DOMINICS (I+N) Ballance Road, Homerton, E1. Tel: 01-985 0995. Roll: 166. Head: Sister Maria Required from January an enthusiastic teacher with Nursery experience. Main Scale, with responsibility for a new off-site Nursery class. Roman Catholic preferred.

Primary Education
Posts of Responsibility
CHRIST CHURCH CE (JM&I) Christchurch Street, SW3 4AR. Tel: 01-352 5708. Roll: 170. Head: Mr W. N. B. Richardson Required from January Main Scale teacher – initially with 4th Year Junior class – to take responsibility for co-ordination of Music throughout the school.

DAUBENEY (I+N) Daubeney Road, Clapton, E5. Tel: 01-985 6075. Roll: 150 + 60 p/t N. Head: Miss V. M. Smith Required from January Main Scale class teacher to take responsibility for co-ordinating Mathematics throughout the school.

GLENBROOK (I) Clarence Avenue, Clapham, SW4. Tel: 01-674 1407. Roll: 180. Head: Mrs J. M. Taunton Required from January, energetic and experienced Main Scale teacher to develop Language & Literacy throughout the school, with responsibility for the school library. Applicants should have the ability to advise and lead colleagues and be able to provide a positive role model of good and successful infant practice.

MACAULAY CE (JM&I+N) Victoria Rise, SW4 0NU. Tel: 01-622 1355. Roll: 210 + 50 p/t N. Acting Head: Mrs J. A. Russell Required from January Main Scale teacher. An enthusiastic class teacher is required for Upper Juniors who is prepared to take responsibility for Environmental Studies and RE.

MORNINGSIDE (JM&I) Chatham Place, Homerton, E9 6LL. Tel: 01-985 5382. Roll: 275. Head: Mary Finch Required from January Main Scale teacher with knowledge of good primary practice to take responsibility for Creative Arts across the curriculum.

NORWOOD PARK (JM&I+N) Gipsy Road, West Norwood, SE27 9TG. Tel: 01-670 1596. Roll: 243 + 10 f/t, 30 p/t N. Head: Mr T. H. Lee Required asap Main Scale teacher to work initially giving support to three Infant classes but to eventually take responsibility for a Reception class in January or at Easter 1988.

PRINCESS MAY (I+N) Barretts Grove, Stoke Newington, N16. Tel: 01-254 3024. Roll: Group 4. Required from January Main Scale teacher with responsibility for Creative Arts to help develop Music and Drama throughout this multi-lingual primary school.

SURREY SQUARE (I+N) Old Kent Road, SE17 2JY. Tel: 01-703 3894. Roll: 180 inf, 40 N. Head: P. West Required from January enthusiastic Main Scale teacher to take responsibility for Language and Library.

Other Primary Posts
CUBITT TOWN (I+N) Glengall Grove, Isle of Dogs, E14 9NE. Tel: 01-987 3373. Roll: 230. Head: Judith English Required from January Main Scale teacher with an interest in science to join a friendly, committed staff providing a broad curriculum involving a whole school approach.

CYRIL JACKSON (JM&I) 51 Three Colt Street, Limehouse, E14 8HH. Tel: 01-987 3737. Roll: 300 + 60 N. Head: Peter Sawyer Required from 1st January or asap Main Scale teacher committed to children learning through practical experiences. Responsibility for a curriculum area negotiable. School is close to Blackwall and Rotherhithe Tunnels.

GAYHURST (I+N) Gayhurst Road, E8. Tel: 01-254 4158. Roll: 120 + 25 f/t, 40 p/t N. Head: Ms Angela C. Auset Vacant now Nurture Group teacher, Main Scale. Supportive and caring infant teacher to run nurture group. Well equipped nurture room in exciting and innovative school. Interesting and fulfilling post.

HUNGERFORD (I) North Road, N7. Tel: 01-607 4787. Roll: 250 Group 4. Head: Ms Jennifer Brice Required asap full-time Main Scale teacher. Vertical grouping. Open-plan school. Convivial staff. SPA.

MALMESBURY (I+N) Cobom Street, Bow, E3 2AB. Tel: 01-980 4299. Roll: 225 + 60 p/t N. Head: Cathy Phillips Required from January Main Scale experienced Infant teacher able to support class teachers in meeting children's special needs. Some Section II work and induction cover involved.

NORWOOD PARK (JM&I+N) Gipsy Road, West Norwood, SE27 9TG. Tel: 01-670 1596. Roll: 243 + 10 f/t 30 p/t N. Head: Mr T. H. Lee Required from December, Temporary Part-time teacher 0.6 to cover for maternity leave. Applicants should have an interest in giving support to Infant reception children. Some other needs work involved.

RONALD ROSS (JM&I+N) Castle Combe Drive, Beaumont Road, SW19 6RW. Tel: 01-788 5233. Roll: 190 + N. Head: Mrs M. McNeill Part-time Main Scale teacher required asap 0.5 to support work in Junior classes.

SACRED HEART (JM) 100A Hammersmith Road, W6. Tel: 01-748 8706. Roll: 240. Required from January to March 1988. Temporary (one term) full time curriculum support teacher, Main Scale, to work throughout the Junior age range.

ST ANTHONY'S RC (JM&I) Etherow Street, Dulwich, SE22. Tel: 01-693 6852. Roll: 300. Head: Josie Spanswick Required beginning of Summer Term or asap. Teacher Main Scale, younger junior class initially. Strong commitment to learner-centred curriculum development. Interest in mathematics helpful. Catholic preferred.

ST GEORGES RC (JM&I) 28 Lambeth Road, SE1. Tel: 01-928 3681. Head: Mrs M. Stacey Required asap an experienced Main Scale Junior teacher to work full time at the above school. The post is temporary to cover confinement leave.

ST JOSEPH'S RC (JM&I+N) George Row, Bermondsey, SE16 4UP. Tel: 01-237 4267. Roll: 330. Required asap Main Scale Music Teacher to take class singing and instrumental, two days a week. Ability to play the piano essential.

ST LEONARD'S CE (JM&I) Mitchum Lane, SW16 6NW. Tel: 01-769 2712. Roll: 200. Head: Miss S. Sault Required from January. Experienced Main Scale teacher prepared to develop learning through first hand experience. Initially for Middle Infants but prepared to be flexible. Ability to develop PE/games an advantage. Please state own curriculum strengths. Candidates should be in sympathy with aims/ethos of a church school.

ST MARY'S BRYANSTON SQUARE CE (JM&I) Enford Street, W1H 1DL. Tel: 01-262 4233. Roll: 210. Head: Frances O'Neill Required from January, Main Scale teacher for a middle-years class with responsibility for computer studies or mathematics. Preference will be given to practising members of the Church of England. To replace experienced postholder.

ST PATRICK'S RC (JM&I) Dundee Street, Wapping, E1 9PH. Tel: 01-488 3910. Roll: 145 inc. N. Head: Miss E. Healy Required from January, Main Scale teacher, able to contribute to curriculum. Visits to school welcome. Practising Catholic preferred. *Application forms from the Chairman of the Governors, Fr. A. Hart, at the above address.*

ST PETER & ST PAUL RC (JM&I) Compton Street, Goswell Road, EC1 0EU. Tel: 01-253 0839. Roll: 180 + 20 p/t, 10 f/t N. Head: Paul Rincon Required asap or after Easter, Catholic teacher with Catholic Teachers' Certificate to take responsibility for a middle infant class, Main Scale. Will join a hard working team and play a part in developing a whole school policy. *Application forms obtainable from and returnable to the Clerk to the Governors, Mrs J. Vernor-Miles, at the school.*

WILBERFORCE (I+N) Herries Street, (Kilburn Lane), W10 4LE. Tel: 01-969 2109. Roll: 121 + 50 p/t N. Acting Head: Barbara Saunders Required from January Main Scale teacher to join friendly, mutually-supportive staff committed to developing the curriculum.

Applications are invited from qualified teachers interested in working in this exciting inner-city environment.
Application forms and further details are available from the Head of the school, unless requested otherwise. Visits to schools, by appointment, are welcomed.
The closing date for applications is 27th Nov. 1987, unless indicated otherwise.

Inner London Education Authority
ILEA IS AN EQUAL OPPORTUNITY EMPLOYER

PRIMARY EDUCATION
continued

HOUNSLOW
BEDFONT JUNIOR SCHOOL
Hatton Road, East Bedfont
TW14 9QZ
Tel: 01-890 4755
Headteacher: Mrs A Buglear
A main scale post is available in January 1988 for an enthusiastic teacher to teach 7 to 8 year old children in this school which has a progressive child centered approach to education.
The Headteacher welcomes applicants to visit the school by prior arrangement.
Application forms obtainable from the Director of Education, Civic Centre, Lampton Road, Hounslow (Ref: S/EBA), to whom they should be returned by Friday, 23 November 1987.
LONDON ALLOWANCE £795 PER ANNUM.
WE ARE AN EQUAL OPPORTUNITY EMPLOYER.
(47002) 110040

HOUNSLOW
ST LAWRENCE WITH ST PAUL'S C E SCHOOL
St. Paul's Road, Brentford, Middlesex TW8 0PN
Tel: 01-560 3297
Headteacher: Mr G. J. Legg
a) Required for 1 January 1988 for 1 or 2 terms (maternity leave).
A keen teacher to take a class of top infants.
b) Required for 1 January 1988 for 2 terms.
An enthusiastic teacher to take the 4th Year Junior mixed ability class in this SPA School.
Teachers interested in these posts are welcome to visit the School by prior appointment.
Application forms obtainable from the Director of Education, Civic Centre, Lampton Road, Hounslow or the Headteacher at the School, to whom they should be returned by Friday, 27 November 1987.
LONDON ALLOWANCE £795 PER ANNUM.
WE ARE AN EQUAL OPPORTUNITY EMPLOYER.
(47001) 110040

HUMBERSIDE
PRIMARY TEACHER Main Scale. Required for January 1988 at Patrington CE Primary School, Southside, Patrington, Hull HU12 0RW. A teacher initially to take a class of top infants but who has experience or is willing to take junior age children in the future. You will need to have specialism in the creative and expressive arts throughout the curriculum and across the 5-11 age range.
Application form and further details from: The Headteacher (SAE please).
Closing Date: 23.11.87.
Humberside County Council - working towards Equal Opportunities.
(22399) 110040

MERTON
LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
Merton is an Equal Opportunities Employer
All applications will be considered on their merits
POPLAR PRIMARY SCHOOL
Poplar Road South, London SW19 3JZ
Tel: 01-542 6989
Head Teacher: Miss D.L. May
Age Range: 5-9 years
No. on Roll: 390
Required for January 1988 a Main Scale Teacher for a class of 5 and 6 year olds.
CLOSING DATE: 27th November, 1987.
Application forms and further particulars of the post are available from the Head Teacher at the above address. Please enclose a stamped addressed envelope.
(41932) 110040

MERTON
LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
Merton is an Equal Opportunities Employer
All applications will be considered on their merits
S.S. PETER AND PAUL PRIMARY SCHOOL
Cricket Green, Mitcham, Surrey CR4 4LA
Tel: 01-648 1489
Head Teacher: Miss V.M. Begley
Age Range: 3+ - 9+
No. on Roll: 380
Teacher, Main Scale to teach 5-6 year old children. Must be practising members of Roman Catholic Church.
Closing date: A.S.A.P.
Application forms and further particulars of the post are available from the Head Teacher at the above address. Please enclose a stamped addressed envelope.
(41937) 110040

MERTON
LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
MERTON IS AN EQUAL OPPORTUNITIES EMPLOYER
All applications will be considered on their merits
POPULAR PRIMARY SCHOOL
Popular Road South, London SW19 3JZ
Tel: 01-542 6989
Head Teacher: Miss D.L. May
No. on Roll: 380, Age Range: 5-9 years
Required from January 1988 a Main Scale Teacher. The curriculum area to be covered is Music.
Closing date: 27th November 1987.
Application forms and further particulars of the post are available from the Head Teacher at the above address. Please enclose a stamped addressed envelope.
(41931) 110040

NEWHAM
LONDON BOROUGH OF NEWHAM
An Equal Opportunity Authority
GODWIN JUNIOR SCHOOL
Cranmer Road, London E7
Head Teacher: Mr T. Kneeshaw
Number on roll: 264
CLASS TEACHER
Required AS SOON AS POSSIBLE.
Enthusiastic teacher initially to work with fourth year children in this well established school.
LONDON ALLOWANCE £1,215 plus Social Priority Allowance.
Application forms/further particulars (s.a.e. please) available from The Director of Education to whom completed forms should be returned by 14.11.87.
Education Offices, 379/383 High Street, Stratford, E15 4RD. (22260) 110040

NEWHAM
LONDON BOROUGH OF NEWHAM
An Equal Opportunity Authority
ST. ANTONY'S JUNIOR SCHOOL
Upon Avenue, London E7
Head Teacher: Sister Kathleen Colmer
Number on roll: 240
Class Teacher
Required: JANUARY 1988.
An enthusiastic class teacher to be responsible for Fourth Year Juniors. Applications invited from practising Catholics.
LONDON ALLOWANCE £1,215.
Application forms/further particulars (s.a.e. please) available from The Director of Education to whom completed forms should be returned by November 24, 1987.
Education Offices, 379/383 High Street, Stratford E15 4RD. (22316) 110040

NORTH YORKSHIRE
DERWENT COUNTY INFANT SCHOOL
York
Required a.s.a.p. experienced Infant Teacher for Reception/Middle class initially.
Please state curricular strengths. Main Scale.

YEARSLEY GROVE COUNTY INFANT SCHOOL
York
Required for Easter 1988, experienced Main Scale Infant Teacher for Reception Class to be responsible for Music.
Application forms (SAE please) from Dept. 'A' Area Education Office, 60 Piccadilly, York YO1 1PW. Closing date 27.11.87. (41840) 110040

NORTHUMBERLAND
COUNTY EDUCATION COMMITTEE
BERWICK C OF E AIDED (HOLY TRINITY) FIRST SCHOOL
Group 3, 4-9 First School of 144 pupils
HEADTEACHER
Required from Easter 1988.
The Governors will be seeking to appoint a person committed to maintaining the Christian traditions and ethos of the School.
Removal expenses and lodging allowance payable in approved cases.
Application forms and further details obtainable by forwarding a foolscap s.a.e. to the Director of Education, County Hall, Morpeth NE61 2EF to be returned within fourteen days. (41844) 110040

OLDHAM
METROPOLITAN BOROUGH OF OLDHAM
EDUCATION COMMITTEE
ST MARTIN'S CE PRIMARY SCHOOL
St Martin's Road, Oldham OL8 2PY
Required for January 1988, a lively and enthusiastic teacher (main scale) to work in the Junior department at this Group 5 school.
This post is temporary to 31st August 1988.
Applications by letter stating experience, curriculum expertise and interests to the Chairman of Governors, c/o the school not later than Monday, 23rd November 1987.
An Equal Opportunity Employer.
Assistance with Local Authority Housing available. (47038) 110040

OXFORDSHIRE
COUNTY COUNCIL
BAMPTON C.E. PRIMARY SCHOOL
Bowling Green Close, Bampton, Oxon. OX8 2NJ
Required from January 6th, for the Spring term only, a temporary teacher for older infants. A commitment to active teaching and learning would be an advantage. Any help with music would be welcome.
Application forms available from Headteacher (S.A.E. please). Forms to be returned within a fortnight of this advertisement.
An equal opportunity employer. (47206) 110040

POWYS
COUNTY COUNCIL
EDUCATION DEPARTMENT
GUILSFIELD C.P. SCHOOL
Nr Welshpool
Required for April, 1988 or earlier if possible, an enthusiastic Junior class teacher. Experience/special interest in Maths, Science and Computers would be an advantage. Main Scale. (Ref: 476).
Application forms obtainable from the Director of Education, The Lindens, Spa Road, Llandrindod Wells, Powys LD1 5HA to whom completed forms should be returned by 27th November, 1987.
The County Council pursues a policy of equality of opportunity. (47049) 110040

POWYS
COUNTY COUNCIL
EDUCATION DEPARTMENT
GUILSFIELD C.P. SCHOOL
Nr. Welshpool
Required for April, 1988 or earlier if possible, an enthusiastic Infant teacher. Experience/special interest in Art, Craft and Display would be an advantage. Main Scale. (Ref: 477).
Application forms obtainable from the Director of Education, The Lindens, Spa Road, Llandrindod Wells, Powys LD1 5HA to whom completed forms should be returned by 27th November, 1987.
The County Council pursues a policy of equality of opportunity. (47048) 110040

POWYS
COUNTY COUNCIL
EDUCATION DEPARTMENT
LLANERFYL CHURCH OF WALES SCHOOL
Welshpool
Required for 1st January, 1988, or as soon as possible thereafter, an Assistant Teacher for the Infant class at the above mentioned School. Welsh essential. Salary - Main Scale (Ref: 466).
Application forms obtainable from the Director of Education, The Lindens, Spa Road, Llandrindod Wells, Powys LD1 5HA to whom completed forms should be returned by 4th December, 1987.
The County Council pursues a policy of equality of opportunity. (47220) 110040

ROTHERHAM
METROPOLITAN BOROUGH COUNCIL
An equal opportunities employer
DEPARTMENT OF EDUCATION
GREASBROUGH JUNIOR AND INFANT SCHOOL
Required for January 1988 (if possible).
TEACHER - MAIN SCALE
Applicants are requested to state their particular curriculum strengths. Closing Date: 25th November, 1987.
Applications by letter, stating full details and names and addresses of two persons for reference to the Director of Education, Norfolk House, Walker Place, Rotherham. If you have not received an acknowledgement within three weeks of the closing date you should assume that your application is unsuccessful.
G. Crane, Director of Personnel Resources.
(22151) 110040

ROTHERHAM
METROPOLITAN BOROUGH COUNCIL
An equal opportunities employer
DEPARTMENT OF EDUCATION
KIMBERWORTH INFANT SCHOOL
Required for January 1988
TEACHER - MAIN SCALE
Preferably with lower infant experience.
Closing Date: 25th November, 1987.
Applications by letter, stating full details and names and addresses of two persons for reference to the Director of Education, Norfolk House, Walker Place, Rotherham. If you have not received an acknowledgement within three weeks of the closing date you should assume that your application is unsuccessful.
G. Crane, Director of Personnel Resources.
(22152) 110040

ST. HELENS
METROPOLITAN BOROUGH OF ST. HELENS
COMMUNITY EDUCATION DEPARTMENT
CLASS TEACHER FOR UPPER JUNIOR
Main Grade
Required to commence Easter 1988 (or January if possible) at Rainhill St. Anne's C.E. (Aided) Primary School, View Road, Rainhill, St. Helens L35 0LQ (350 pupils on roll).
Applicants should state curricular interests.
Closing date: 20th November, 1987.
For application form and further particulars please contact The Personnel Officer, St. Helens Town Hall, St. Helens, Merseyside WA10 1HP or Tel: Shirley Corcoran, Bill Atherton or Tina Short on St. Helens 52199 or St. Helens 24061, Ext. 9073/9074.
Please return to the Chairman of Governors at the School.
An Equal Opportunity Employer. (47040) 110040

SOLIHULL
EDUCATION COMMITTEE
PERMANENT SUPPLY TEACHER (PRIMARY)
Main Scale
Required from Easter 1988.
Send s.a.e. to Director of Education for an application form, PO Box 20, Council House, Solihull, W. Midlands B91 3QU.
Closing date: 7th December 1987.

MILL LODGE J.I. SCHOOL
Aqueduct Road, Shirley, Solihull, West Midlands B90 1BT
Tel: 021 430 3010
TEACHER FOR RECEPTION INFANTS
Main Scale
Required 1st January 1988 or as soon as possible thereafter.
Send s.a.e. to Head Teacher for details and application form. Closing date: 30th November 1987.

ST. ANNE'S R.C. (AIDED) J.I. SCHOOL
Ninsacres Drive, Chelmsley Wood, Birmingham B37 5DD
Tel: 021 770 3878
TEACHER - Main Scale
Required January or Easter 1988, with responsibility for P.E./Computers.
Practising Catholic preferred.
Send s.a.e. to Head Teacher for details and application form. Closing date: 4th December 1987.
(41846) 110040

SURREY
EDUCATION COMMITTEE
TATSFIELD COUNTY FIRST SCHOOL
Church Lane, Tatsfield, Nr. Westerham TN16 2JX
Tel: Tatsfield 77356
An enthusiastic, lively Main Scale teacher required for April 1988.
Applicants should have an interest in a workshop approach to the curriculum from first hand experience and are welcome to contact the Headteacher to make an appointment to visit the School.
Application forms and further details from the Headteacher. (10784) 110040

SURREY
EDUCATION COMMITTEE
FELBRIDGE COUNTY PRIMARY SCHOOL
Felbridge, East Grinstead, Sussex RH19 2NT
Tel: East Grinstead (0342) 23413
Temporary Main Scale Teacher required for January 1988 to cover maternity leave, for a small class of middle infants.
Applicants form and further details from the Headteacher. (10783) 110040

SURREY
EDUCATION COMMITTEE
BEAUCLERC COUNTY FIRST SCHOOL
French Street, Sunbury TW16 5LE
Temporary Part-Time Teacher required 96/100ths for January 1988, to cover maternity leave for two terms.
An interest in music a decided advantage.
The successful candidate would take rising fives and older fives.
Application Forms from Area Education Office, 7 Monument Hill, Weybridge, Surrey KT13 8RZ. Tel: Weybridge 852811. (41858) 110040

SURREY
EDUCATION COMMITTEE
WEYBRIDGE C.E. MIDDLE SCHOOL
Grotto Road, Weybridge, Surrey KT13 8RZ
Required, January 1988 or as soon as possible thereafter, a teacher of general subjects to join a lively and hardworking staff in a co-operative teaching environment within this open plan middle school for pupils aged 8 to 12 years.
A preference for the younger age range and an interest in Language Development would be desirable.
Application forms from Area Education Office, 7 Monument Hill, Weybridge, Surrey KT13 8RZ. Tel: Weybridge 852811. (41875) 110040

SUTTON
LONDON BOROUGH OF SUTTON
ST. CECILIA'S RC PRIMARY SCHOOL
London Road, North Cheam, Surrey SM3 9DL
CLASS TEACHER - MAIN SCALE
Main Scale teacher for first year Junior class. A practising Catholic who is a competent pianist, able to take responsibility for music, is sought.
Application forms obtainable from, and returnable to the Director of Education, The Grove, Carshalton, Surrey SM5 3AL. Tel: 01-661 5741 (24 our ansafone service).
Closing date: 20th November, 1987.
An Equal Opportunity Employer. (41851) 110040

TRAFFORD
METROPOLITAN BOROUGH OF TRAFFORD
EDUCATION DEPARTMENT
HOLY FAMILY RC PRIMARY SCHOOL
Old Hall Road, Sale M33 2AJ
Tel: 061-962 5397
MAIN SCALE
Required from Easter 1988 or sooner if possible an experienced junior teacher. Applicants should hold a Catholic Teaching Certificate and an ability to teach music an advantage.
Application forms available from and returnable to the Head. Closing date 27th November 1987.
(47025) 110040

WEST SUSSEX
NORTHGATE FIRST SCHOOL
Green Lane, Crawley, W. Sussex RH10 2DX
CLASS TEACHER
Salary: Main Scale + Crawley Weighting
Required for January 1988 an enthusiastic teacher for a class of 6/7 year old children, with a commitment to learning from first hand experience. Please indicate main strengths/curricular interests to offer a small school.
Application form and further details available from Headteacher (s.a.e. please) or Tel: Crawley 26729.
CLOSING DATE - 16th October 1987. (47035) 110040

WEST SUSSEX
ST. ANDREWS C.E. PRIMARY SCHOOL
Steyning
ASSISTANT TEACHER
Salary: Main Scale
Required January 1988 (or as soon as possible afterwards). An enthusiastic classroom teacher is required for a third year Junior class. The school is developing a thematic and skills based approach to the curriculum, and the class work is organised and developed in conjunction with a parallel class.
Application form and further details from Headteacher, St. Andrews C.E. Primary School, Shooting Field, Steyning, West Sussex BN4 3RX (s.a.e. please).
(47032) 110040

WEST SUSSEX
SOUTHBOURNE COUNTY INFANT SCHOOL
Emsworth
TEACHER
Salary: Main Scale
Required January 1988 an Infant Teacher to work with Reception/Middle Infants initially.
Application forms and further details available from the Headteacher Southbourne County Infant School, New Road, Southbourne, Emsworth, Hants. PO10 8JX (s.a.e. please).
(47031) 110040

WEST SUSSEX
EDUCATION DEPARTMENT
FIRST SCHOOL TEACHER
MILTON MOUNT FIRST AND MIDDLE SCHOOL
Crawley
Required for January 1988 an enthusiastic teacher for a class of 7-8 year olds. Ideally the applicant should be committed to children learning from first hand experience. Please indicate main strengths/curricular interests.
Also required from January 1988 a temporary teacher for two terms for a class of 5-6 year olds.
Application forms available from the Area Education Officer, GGoffs Park House, Horsham Road, Crawley, West Sussex RH11 8PB (s.a.e. please).
(47030) 110040

WILTSHIRE
Please see display advertisement on Page 40. (39270) 110040

WIRRAL
METROPOLITAN BOROUGH OF WIRRAL
All applicants will be considered on the basis of suitability for the post regardless of sex, race or disability
ST. MICHAEL AND ALL ANGELS R.C. JUNIOR MIXED
New Hey Road, Woodchurch, Birkenhead, Wirral L49 5LE
READVERTISED POST
Required for 1st January, 1988,
or as soon as possible thereafter.
ASSISTANT TEACHER - MAIN SCALE
Applications are invited from enthusiastic, experienced, Junior School Teachers. Initial responsibility will be for a class of 10+ pupils of mixed ability.
Interest in Computer Education, Social/Environmental Studies and Music an advantage but not essential. Candidates should be practising Catholics, holding or prepared to study for a Catholic Teachers Certificate in R.E. Previous applicants will be considered.
Apply in writing to the Headteacher Mr A. Ellis, immediately giving full C.V. and the names and addresses of two referees. Closing date for applications Friday, 20th November, 1987. (10774) 110040

WIRRAL
METROPOLITAN BOROUGH OF WIRRAL
All applicants will be considered on the basis of suitability for the post regardless of sex, race or disability
ST SAVIOUR'S C.E. PRIMARY SCHOOL
Holme Lane, Oxton, Birkenhead L43 2HT
Required for 1st January 1988.
ASSISTANT TEACHER MAIN SCALE
Initially to teach a class of 8+ children and to take responsibility for Boys Games. An interest in continuing the development of Computer Work an advantage.
Apply by letter to the Headteacher enclosing curriculum vitae and the names and addresses of two referees.
(10777) 110040

Advisory Posts

NORFOLK
COUNTY COUNCIL
EDUCATION DEPARTMENT
GENERAL ADVISER (PRIMARY)
Soulbury Group 8 £16,785-£18,273 p.a.
(pay award pending)
This is a new post to strengthen the team responsible for This is a new post to strengthen the team responsible for inspection and support to schools having particular reference to curriculum provision and quality of work in rural Primary Schools.
Candidates should be graduates with experience as successful Heads of First, Primary or Middle Schools.
Previous applicants for this post wishing to be considered should indicate this by letter.
Application forms and further details from County Education Officer, Room 32, County Hall, Martineau Lane, Norwich NR1 2DL to be returned by 30th November 1987. (10797) [illegible]

Remedial and Special Needs Teaching Posts

Main Scale

AVON COUNTY
ADVISORY AND SUPPORT TEACHER FOR SPECIAL NEEDS
Please see under Special Education - Main Scale
(15379) [illegible]

BUCKINGHAMSHIRE
MILTON KEYNES AREA
ALEX CAMPBELL COUNTY MIDDLE SCHOOL
Buckingham Road, Bletchley, Milton Keynes MK3 5EN
(Headteacher: Mr M. Riley)
HEAD OF HEARING IMPAIRED DEPARTMENT
RATE B ALLOWANCE
Required for Easter 1988 or January 1988 if possible, a well qualified teacher as Head of the Hearing Impaired Department. The applicant should be a confident and innovative developer of strategies to achieve mainstream integration of children with hearing impairment. The teacher will have a high profile role in supporting mainstream colleagues in developing appropriate language and speech therapy programmes. The applicant will undertake mainstream curriculum role.
In approved cases the County Council offers a substantial housing and relocation package. There is a wide range of housing to buy in the area.
Application form and further details are available from the Headteacher on receipt of an A5 stamped addressed envelope. (22183) [illegible]

HOUNSLOW
SPECIAL EDUCATIONAL NEEDS SUPPORT SERVICE
Smallberry Green, London Road, Isleworth Middlesex
Tel: 01-560 4512
Required as soon as possible PART-TIME OR FULL TEACHERS (Main Scale) with relevant training and proven ability to support children who are experiencing learning difficulties in Primary Schools.
Interest in the development of literacy and numeracy with Junior and Infant and young Junior age groups would be an advantage.
For an informal discussion please contact Mrs. A. Underwood, Head of Service on above number.
Apply immediately by letter in the first instance, giving details of training and relevant experience to the Director of Education, Civic Centre, Lampton Road, Hounslow TW3 4DN (Ref: S/EBA) within 14 days.
LONDON ALLOWANCE £795 PER ANNUM.
WE ARE AN EQUAL OPPORTUNITY EMPLOYER
(22400) [illegible]

PRIMARY EDUCATION
continued

NOTTINGHAMSHIRE
COUNTY COUNCIL
COUNTY UNATTACHED' STAFF
ST AUGUSTINE'S JUNIOR SCHOOL
Longfellow Drive, Worksop, Notts.
COMMUNITY TEACHER
(Main Scale)
An energetic and enthusiastic teacher is required for the Spring Term, 1988, or as soon as possible thereafter. The school serves the Kilton area of Worksop. An interest in and experience of dealing with children with special needs would be an advantage.
Candidates should be experienced and successful primary teachers who are interested in developing existing home/school/community links in order to enlarge the mutual understanding between the school, the families and th neighbourhood which it serves. This is a re-advertisement.
Application forms and further details are available (s.a.e.) from the Chief Education Officer, County Hall, West Bridgford, Nottingham NG2 7QP. Closing date 27th November 1987. Please quote Ref: Q19.
An Equal Opportunity Employer. (15451) 111040

DORSET
VERWOOD C.E. (V.A.) MIDDLE SCHOOL
(age range 9-13)
Required for September 1988, a Deputy Headteacher (Group 6), the Governors seek to appoint a practising Christian to be Deputy Headteacher of this new school opening in September 1988.
Further particulars and application forms available from, and returnable to, Staffing Officer, Portman House, Richmond Hill, Bournemouth, Dorset BH2 6ER on receipt of large s.a.e. Closing date 27th November 1987.
(22237) 120012

By Subject Classification

English

Main Scale Incentive B

MERTON
LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
MERTON IS AN EQUAL OPPORTUNITIES EMPLOYER
All applications will be considered on their merits
MALMESBURY MIDDLE SCHOOL
Malmesbury Road, Morden, Surrey SM4 6HG
Tel: 01-648 3561
Headteacher: Mrs B. Wharton
Age range: 9 - 13 years
No. on Roll: 259
Required for April 1988, or before if possible, an experienced Teacher to undertake the duties of Head of English. Main Scale plus Incentive Allowance B for suitable candidates.
Closing date: 27th November, 1987.
Application forms and further particulars of the post are available from the Head Teacher at the above address. Please enclose a stamped addressed envelope. (15396) 122436

Middle School Education

Deputy Headships (Inc. Second Masters/ Mistresses)

BEDFORDSHIRE
EDUCATION SERVICE
HARROLD PRIORY MIDDLE SCHOOL
The Green, Harrold, Bedford MK43 7DE
Tel: Bedford (0234) 720346
Required for Easter 1988, a deputy Head, Group 4, for this 9 to 13 Middle School.
An ability to teach Science and/or Craft, Design, Technology would be an advantage.
Application forms and further details from the Headmaster SAE please.
Closing Date: 30th November 1987.
Bedfordshire is an Equal Opportunities Employer.
(47055) 120012

ST. NICHOLAS C.E. VOLUNTARY CONTROLLED MIDDLE SCHOOL
GREAT YARMOUTH (GROUP 5)

HEAD

Re-advertisement.

Required as soon as possible.

Previous applicants will be reconsidered.

Further details and application forms may be obtained by sending a stamped addressed foolscap envelope to the County Education Officer, Room 32, County Hall, Martineau Lane, Norwich NR1 2DL. Closing date for applications 27th November 1987.

Norfolk County Council

Ealing
EDUCATION SERVICE

SUPPLY TEACHING
Work when you wish
£43 - £65 per day

Ealing is looking for qualified experienced teachers in all subjects who are interested in supply work in Primary, Nursery, High and Special Schools. You must have Qualified Teacher Status granted by the DES. For casual supply teaching you will need to have passed probation, We need teachers who can be available at short notice — for a morning/afternoon, a day, a week or longer — to cover for absent permanent staff. Applicants are also welcome for temporary appointments for a term or more.

Supply teaching gives you the chance to use your skills at times that are convenient to you.

If you would like more details, please telephone Miss O'Connell or Mrs Avery on 579 2424 Ext 43270 or 43272 or write to Chief Education Officer, Hadley House, 79-81 Uxbridge Road, London W5 5SU.

Ealing's new Council welcomes applications from all regardless of sex, race, ethnic origin, responsibility for dependants, from people with disabilities and from lesbians and gay men.

(17212)

BEDFORDSHIRE
EDUCATION SERVICE
PARKFIELDS MIDDLE SCHOOL
-Park Road, Toddington, Dunstable, Bedfordshire LU5 6AB
Tel: Toddington 2555
Required for Summer 1988 and experienced imaginative, full-time, mainscale + B allowance teacher to undertake the dual role of Head of 12+ year and responsibility for the English Department.
Application forms and further details from the Headmaster, SAE please.
Bedfordshire is an Equal Opportunity Employer.
(47057) 122436

MERTON
LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
Merton is an Equal Opportunities Employer
All applications will be considered on their merits
MORDEN FARM MIDDLE SCHOOL
Aragon Road, Morden, Surrey SM4 4QU
Tel: 01-337 3312
Head Teacher: Mr. K.A. White
Age Range: 9 - 13 years
No. on roll: 383
Required for January 1988 or as soon as possible thereafter, a Year Leader/Subject Co-Ordinator (Main Scale plus Allowance B). External candidates should offer English as their subject responsibility.
Closing Date: 27th November, 1987.
Application forms and further particulars of the post are available from the Head Teacher at the above address. Please enclose a stamped addressed envelope.
(15395) 122436

Main Scale

NORTHUMBERLAND
BLYTH ST WILFRID'S RC SPECIAL AGREEMENT MIDDLE SCHOOL
Back Claremont Terrace, Blyth NE24 2LE
SPECIALIST TEACHER OF ENGLISH
Required from Easter 1988.
Practising Catholic preferred (Main Grade).
Application forms send foolscap s.a.e. to the Headteacher at the address above to be returned within fourteen days. (41843) 122440

Humanities

Main Scale

SUFFOLK
COUNTY COUNCIL
BRECKLAND MIDDLES SCHOOL
Crown Street, Brandon
Tel: (0842) 810485
(mixed comprehensive 9-13; 315 on roll)
Head of Humanities, Main Scale, required from January 1988 or as soon as possible thereafter. To lead the subject throughout the school and to teach core curriculum in Year 3. Help with Games and Mathematics would be an advantage.
Application forms and further details available from the Headteacher at the school (s.a.e. please) to whom they should be returned as soon as possible. (41879) 123240

Modern Languages

Main Scale Incentive B

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
NORTH WEST KENT AREA
NEW ASH GREEN MIDDLE SCHOOL
Ash Road, New Ash Green, Dartford, Kent DA3 8JZ
Incentive Allowance B post Head of Language and Deputy year leader required from April 1988. This is a large purpose built six year old, 9-13 years middle school, with about 600 pupils and a friendly committed staff. Interviews will be early in Spring Term 1988.
Further details are available from school, Headmistress, Miss Kathleen M. Knowles. Tel: Longfield 6484/5.
Possibility of help with temporary housing in approved cases.
Closing date: 27.11.87.
(47103) 123636

Physical Education

Main Scale

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
NORTH KENT AREA
ROCHESTER ALLHALLOWS C.E. MIDDLE SCHOOL
Avery Way, Allhallows, Rochester, Kent ME3 9HR
Age range 9-13, No on roll 245
Required for January 1988, Main Scale Specialist in Physical Education able to teach English or Humanities and sympathise to Middle School Philosophy. Small, friendly school with strong year structure and well-established standards.
Application forms from the Headmaster (s.a.e. please).
(47102) 124240

Science

Main Scale

CAMBRIDGESHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
COLERIDGE COMMUNITY COLLEGE
Radegund Road, Cambridge CB1 3RJ
TEACHER OF MATHEMATICS AND SCIENCE
(Main Scale)
For complete advert please see Maths Main Scale classification. (15465) 124840

NORTHAMPTONSHIRE
NORTHAMPTON BOOTHVILLE MIDDLE SCHOOL
Esher Court, The Arbours, Northampton NN3 3RG
A teacher is sought for appointment as soon as possible who can coordinate Science and make a significant contribution to the continuing development of the whole curriculum in this popular and successful 9-13 Middle School. It is anticipated that in the years to come the successful candidate may be asked to take on wider curriculum responsibilities as adjustments are made in school organisation. Hence, the ability to offer interest and expertise in at least one other curriculum area is essential.
An application form, which should be returned to the Headteacher within ten days of the appearance of this advertisement and further particulars may be obtained from the school (SAE please).
Northamptonshire welcomes applications regardless of marital status, sex, race and disability.
(15444) 124840

SUFFOLK
COUNTY COUNCIL
GISLEHAM MIDDLE SCHOOL
Gisleham, Lowestoft NR33 8DG
9-13; Roll 398
Required from April 1988 or before if possible, a creative and forward-looking teacher to continue the development of Science in the curriculum. Main Scale.
Application forms and further details available from the Head teacher of the School concerned (s.a.e. please) to whom they should be returned by Friday, 27th November. (15460) 124840

Other than by Subject Classification

Main Scale Incentive A

EALING
LONDON BOROUGH EDUCATION AUTHORITY
GURNELL MIDDLE SCHOOL
Hathaway Gardens, Ealing, London W13 0DH
Tel: 01-998 2479
(READVERTISEMENT)
Required as soon as possible an enthusiastic, experienced teacher committed to working closely with colleagues in this open plan Middle School to assume responsibility for leading Curriculum Development as a member of the Senior Management Team. The successful candidate will also possess the ability to develop and coordinate Mathematics throughout the school.
Main Professional Grade plus Incentive Allowance A and London Weighting Allowance.
Visits from applicants are very welcome.
Relocation expenses payable subject to conditions.
Application forms available from the Head to be returned by 27th November 1987.
Ealing Council welcomes applications from all regardless of sex, race, ethnic origin, responsibility for dependents, disabilities and from lesbians and gay men. (10749) 125738

Main Scale

EALING
LONDON BOROUGH
EDUCATION SERVICE
STANHOPE MIDDLE SCHOOL
Mansell Road, Greenford, Midds.
Required for January 1988; a class teacher who will initially be workingm with a class of 9-10 year olds.
Candidates should indicate curriculum expertise and interest.
Main salary scale payable + £1,215 London Weighting.
Relocation expenses payable subject to conditions.
Application forms available from the Head to be returned by 27 November 1987.
Ealing Council welcomes applications from all regardless of sex, race, ethnic origin, responsibility for dependants, from people with disabilities and from lesbians and gay men. (10748) 125740

MERTON
LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
MERTON IS AN EQUAL OPPORTUNITIES EMPLOYER
All applications will be considered on their mertits
MALMESBURY MIDDLE SCHOOL
Malmesbury Road, Morden, Surrey SM4 6HG
Tel: 01-648 3561
Head Teacher: Mrs B. Wharton
Age Range: 9-13 years
No. on Roll: 259
Temporary Teacher required for one term starting January, 1988. The Teacher will be required to teach General subjects to a class of 9 - 10 year olds.
Closing date: 27th November, 1987.
Application forms and further particulars of the post are available from the Head Teacher at the above address. Please enclose a stamped addressed envelope.
(41930) 125740

Secondary Education

Headships

ESSEX
COUNTY COUNCIL
New Tertiary College in Epping Forest Area - Appointment of Principal.
See under colleges of Tertiary and Further Education section for further details.
(41867) 130010

Education
Head Teacher
A qualified teacher is required as soon as possible. The vacancy is created by the retirement of the previous Head Teacher.

Group 8
WILLIAM SHARP COMPREHENSIVE SCHOOL
Bramhall Road,
Bilborough,
Nottingham, NG8 4HY
Roll: 374

Application forms and further details may be obtained by forwarding a stamped addressed foolscap envelope to the Chief Education Officer at County Hall. Closing date 27 November. Please quote ref: Q18.

An Equal Opportunity Employer.

Nottinghamshire County Council
County Hall · West Bridgford
Nottingham NG2 7QP

HEADSHIP
Broadlands Secondary School, St Francis Road, Keynsham, Bristol BS18 2DY.
Applications are invited for the Headship of this Group 10 mixed Secondary School. Age range 11-18.
Appointment from 11th April or 1st September 1988

COUNTY STAFF HEAD TEACHER (SECONDARY SCHOOLS)
(Two posts)
Headship Group 11
Avon has recently established four Secondary County Staff Head Teacher posts to be allocated to schools by the LEA in consultation with the school governors. The placements will usually be at schools where the Head Teacher has accepted early retirement but the opportunity exists for County Staff Heads to work in other schools as the need arises. Two appointments were made for 1st September 1987 and it is now intended to fill the remaining posts for 1st September 1988.

FOR ALL POSTS:
Further information and an application form, please send a stamped addressed envelope to the Director of Education (Teachers Staffing Section) PO Box 57, Avon House North, St James Barton, Bristol BS99 7EB.
Closing date for applications 30th November 1987.
Education Department.

(51934)

Avon as an Equal Opportunities employer considers applicants on their suitability for the post, regardless of sex, race, disability or sexual orientation.

Avon COUNTY COUNCIL

HERTFORDSHIRE
Bushey Meads School, Coldharbour Lane, Bushey, Watford
Roll: 905, 95 in 6th form
Applications are invited from suitably
Qualified and Experienced Teachers
for the Headship
of this Group 10 School from April 1988. London fringe allowance £309.
Application form and further details from the Divisional Education Officer (please enclose s.a.e.) Little Cassiobury, 31 Hempstead Road, Watford WD1 3EY to be returned by Friday 27th November 1987.
(51901)

SECONDARY HEADSHIPS
continued

HONG KONG
Vacancy for Principal of King George V
See Overseas Posts section.
(20384) 130010

NORTHAMPTONSHIRE
WESTON FAVELL UPPER SCHOOL
Booth Lane South, Northampton NN3 3EZ
HEADSHIP: GROUP 12

Applications are invited for the post of Headteacher of this well established co-educational 13-18 comprehensive school of approximately 1,200 pupils including 155 in the Sixth Form. The school is situated in a pleasant residential area and has its own extensive playing fields. The buildings were considerably extended in 1974 to provide the County's first upper school.

The school has a strong community orientation and co-operates closely with the adjacent College of Further Education. A small enhancement of salary is made to reflect the community responsibilities and this is currently under review.

A school with a strong academic tradition, Weston Favell Upper is a pilot school for Records of Achievement and Local Resource Management, and in 1987 will join the County's TVEI Extension Programme.

The appointment will take effect from September 1988 following the retirement of the present Headteacher.

Details and application forms are available from the County Education Officer (Ref. ST/DL), Northampton House, Northampton NN1 2HX upon receipt of a S.A.E.

Closing date: 2 weeks after the appearance of this advertisement.

Northamptonshire welcomes applications regardless of marital status, sex, race and disability.
(15447) 130010

CAMBRIDGESHIRE
COUNTY COUNCIL
(An Equal Opportunity Employer)
COLERIDGE COMMUNITY COLLEGE
Radegund Road, Cambridge
PRINCIPAL (GROUP 9)
Required for this college to take effect from Easter. The Principal is Head of the school (11-16) and is also responsible for community activities within the College for which an additional allowance is paid.
Application form and details from Senior Area Education Officer, Cambridge Area Education Office, Castle Court, Shire Hall, Cambridge CB3 0AP (Foolscap s.a.e. please). Closing date 30th November 1987.
(41803) 130010

HAMPSHIRE
HARROW WAY COMMUNITY SCHOOL
Harrow Way, Andover
Required 1st September 1988.
Group 10 - Headteacher (Plus 7¼% in respect of extra responsibility as Head of a designated Community school).
Comprehensive mixed 11-16 years.
S.A.E. for application form/further details from: Area Education Officer, Sun Alliance House, 41 Wote Street, Basingstoke RG21 1LU.
Closing date for receipt of completed applications 27th November 1987.
The County Council pursues a policy of equality of opportunity. Applications particularly welcome from people with disabilities.
(16660) 130010

Deputy Headships (inc. Second Masters/ Mistresses)

EAST SUSSEX
TIDEWAY SCHOOL
Southdown Road, Newhaven BN9 9JL
Comprehensive mixed; 11-18. Roll: 1350
From Easter 1988 a Deputy Head on Group 12. Following the promotion of Mr. M. Williams, this outstanding comprehensive school requires another Deputy. Tideway is a nationally famous school with an unique curriculum and system of time management. The post offers an outstanding opportunity to an ambitious, forward-looking teacher who is committed to the comprehensive system.
Relocation grants available in approved cases.
Application forms from and returnable to the Head Teacher (sae please). Closing date: November 27.
(47193) 130012

BERKSHIRE
THE SIR WILLIAM HERSCHEL GRAMMAR SCHOOL
Northampton Avenue, Slough SL1 3BW
Required APRIL 1988, for 5 terms to cover secondment, an energetic person of proven administrative ability and with management skills to be Acting Deputy Head (Group 9).
The post is a challenging one in this progressive co-educational school which continues to be involved in current educational initiative. The successful applicant will have the opportunity to play a key role in these development and to gain wide experience of all aspects of senior management.
Please telephone (Slough 20950) or write to the Headteacher for further details and application form enclosing SAE.
Closing Date 27th November 1988.
An Equal Opportunity Employer. (41817) 130012

BUCKINGHAMSHIRE
Equal Opportunity Employer
Beaconsfield/Chiltern Area
CHESHAM HIGH SCHOOL
Whitehill, Chesham
Headmaster: K.D. Stokes, B.Sc.
(Group 11)
Co-Educational Grammar School
N.O.R. 901 (308 6th. Form)
Applications are invited for the post of 3rd Deputy Head, to complete the School's Management team in April 1988. The person appointed to be willing and able to take responsibility for any facet of organisation/administration. Normally a good degree, professional training, proven energy and successful teaching are pre-requisites. Extensive involvement in previous school(s) and perception in relationships are looked for in application.
Further particulars and application forms are obtainable from Headmaster, K.D. Stokes, Chesham High School, Whitehill, Chesham, Bucks. (s.a.e.), to whom completed application must be submitted by December 5th.
Re-advertisement. Previous applications will be reconsidered.
Interviews will be held late in February, 1988.
Relocation expenses of up to £7,000 and assistance with mortgage available in approved cases.
(15388) 130012

DEVON
Please see display advertisement on Page 63.
(10732) 130012

SHROPSHIRE
BISHOP'S CASTLE COUNTY HIGH SCHOOL
Bishop's Castle SY9 5AY
11-18 Mixed Comprehensive. 492 on roll
Required for Easter, 1988 Deputy Headteacher (Group 8). Applicants should be well qualified and have an interest in all aspects of Education both Pastoral and Curricular.
Application forms and further details available from the Head (SAE).
(41943) 130012

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
EAST KENT AREA
HERNE BAY COUNTY SECONDARY SCHOOL
Bullockstone Road, Herne Bay CT6 7NS
Tel: 361221
Mixed Sec. Mod. 11-18, 900 on roll. Group 10
Required April 1988, Deputy Head Teacher to join senior Management Team. Applications invited from teachers with relevant experience, eager to make a substantial contribution to curriculum development profiling, records of achievement, GCSE/CPVE etc.
Successful applicant will have every opportunity to play a full role in the management of the school with due regard to areas of particular expertise, strengths and interests. Relocation expenses may be payable in approved cases.
Letter of application with names of 2 referees to the Head Teacher. Please send SAE for further details. Closing date: 7.12.87.

SOUTH KENT AREA
HIGHWORTH SCHOOL FOR GIRLS
Quantock Drive, Ashford, Kent
Group 10, Roll: 558
Required April 1988 DEPUTY HEADTEACHER (Group 10).
This Upper School is included in the Thameside Scheme of Secondary Education in Ashford and admits girls at age 13 for whom an academic course to 'A' level is considered suitable.
Application forms and further particulars available from the Headteacher (S.A.E. please) to whom applications should be returned by 27th November 1987.
(41928) 130012

SHROPSHIRE
IDSALL SCHOOL
Coppice Green Lane, Shipnal, Shropshire TF11 8PD
Group 11 Mixed Comprehensive
A Deputy Head required, hopefully to start in the Summer Term. Applicants should be versatile and adaptable with a cheerful panache.
Application forms, details and vital statistics from the Headmaster, SAE please.
Interviews will take place in early December.
(41945) 130012

SUNDERLAND
BOROUGH OF SUNDERLAND EDUCATION DEPARTMENT
HETTON SCHOOL
North Road, Houghton Le Spring DH5 9JZ
(Group 10)
Required for January, 1988, or as soon as possible thereafter:-
DEPUTY HEADTEACHER (GROUP 10).
An energetic and enthusiastic teacher is required to join the senior management team. The successful candidate will have the opportunity to develop his or her skills and interests as well as complementing those of the existing team.
Application forms are obtainable from the Director of Education, P.O. Box, Town Hall & Civic Centre, Sunderland SR2 7DN, on receipt of a stamped addressed foolscap envelope to be returned by 27th November, 1987.
(47043) 130012

WEST SUSSEX
FOREST COMMUNITY SCHOOL
Horsham
DEPUTY HEAD - GROUP 10
Required for September 1988.
(This vacancy arises due to the retirement of the present post holder).
A teacher of wide experience, proven ability and commitment will be appointed to make a major contribution to the continued development of this successful school. Involvement in all aspects of senior management, with particular emphasis on pastoral care and the 'school in the community'. The successful candidate will be given scope to exercise particular skills and develop special interests.
Application form and further details available from the Headmaster, The Forest School, Comptons Lane, Horsham, West Sussex RH13 5NW (s.a.e. please). (47034) 130012

Remedial and Special Needs Teaching Posts

Main Scale Incentive B

ESSEX
TABOR HIGH SCHOOL
Panfield Lane, Braintree CM7 7TW
Tel: 0376 23701
(Roll 1018) mixed 11-18
HEAD OF SPECIAL NEEDS.
Incentive Allowance 'B'
Required Easter 1988.
A good opportunity for an experienced candidate to develop the work of the Department in an innovative School. The School is part of S.E.N. Essex Project using S.N.I.P. materials.
Previous applicants need not reapply.
Application forms and further details available from School and to be returned to Headmaster by 27th November 1987. (41830) 130012

SECONDARY SCHOOLS
CAMBORNE SCHOOL, Cranberry Road, Camborne, Cornwall. TR14 7PJ.
Group 12. NOR 1200. Sixth Form of 130

Deputy Headteacher
A thoroughly experienced teacher who is committed to comprehensive ideals is required for the above post. Whilst it will be important to share overall responsibility within the school with other senior colleagues this post has primarily been involved with curriculum development and the construction of the timetable.
Camborne school has been committed to much curriculum development over the past few years, including TVEI and has recently received the National Schools Curriculum Award.
Candidates should be fully aware of national curriculum and management issues.
Application forms/further details are available from the Headteacher on receipt of SAE.

SPECIAL SCHOOLS
PENCALENICK SCHOOL, St Clement, Truro, Cornwall. TR1 1TE.
Group 5S. NOR 92.

Main Scale
Required a qualified and experienced teacher for General Subjects for the Summer Term 1988. The successful applicant will be paid on the Main Scale + Incentive Allowance B and be required to carry out nine hours per week extraneous duties. Besides suitable qualifications and experience a wide interest in games and outside activities is necessary.

Design/Technology : Main Scale
Required for the Summer Term 1988. This Residential School caters for children aged 11–16 years old who fall into the M.L.D. category for educational purposes. The successful applicants will also be required to teach general subjects to a particular group and to take part in a wide programme of outside activities.
Extraneous residential duties, averaging 9 hours per week, will also be required.
Application forms/further details for the above posts at Pencalenick School are available on receipt of SAE from the District Clerk, District Education Office, The Leats, Truro, Cornwall. TR1 3AG.

There is a Removal Expenses Scheme for teachers taking up permanent appointments from outside the County.

CORNWALL COUNTY COUNCIL
EDUCATION COMMITTEE

Shropshire Education Committee
Equal Opportunities Employer

SECONDARY HEADSHIP
GROUP 11

For Easter 1988, applications are invited for this newly established Comprehensive School, formed on the amalgamation of the Fitzalan and Croeswylan Comprehensive Schools, Oswestry.

Application forms and further particulars (SAE) available from P. B. Cates, County Education Officer, Shirehall, Abbey Foregate, Shrewsbury, Shropshire SY2 6ND.

Closing date 30th November, 1987.
(62111)

Shropshire County Council

HEADSHIP
Holywells County High School, Ipswich
Group 10 Agess 11-16
Number on Roll 863

Applications are invited from suitably qualified and experienced teachers for the post of Headteacher.

The school serves an area of Council housing in south east Ipswich. Its buildings have recently been re-modelled and extended to provide a lively learning environment.

The appointment will date from the beginning of the Summer Term 1988.

Further details and application forms are available from the County Education Officer, St Andrew House, County Hall, Ipswich IP4 1LJ (SAE please) and completed forms should be returned by 27th November 1987.
(62100)

Suffolk County Council

THE FIRST CTC, KINGSHURST
DEPUTY PRINCIPAL

Applications are invited for the post of Deputy Principal who is required from Easter 1988.

This is an excellent opportunity for ambitious applicants who wish to be involved in this exciting initiative. There will be ample scope for innovation within the curriculum and for the development of new styles of learning. It is envisaged that the changing role for Senior Management will enable the concept of a partnership between Industry, Commerce and the College to flourish.

The College is looking to appoint a candidate with proven administrative skills, enthusiasm, energy and enterprise. Applicants with a deep and relevant knowledge of the curriculum, outstanding teaching skills, leadership qualities or experience of profiling/records of achievement will be particularly welcome.

The role of the successful candidate will include responsibilities across broad areas of school management reflecting personal strengths and interests. The role will change as other staff are appointed and the college develops.

The Senior Management Team will include a Business Manager who will provide the administrative, financial and educational support needed by the college.

Further details and an application form are available from The Project Executive, The City Technology College, P.O. Box 1017, Cooks Lane, Kingshurst, Birmingham B37 6NZ.

Closing date 1st December, 1987.
(51926)

METROPOLITAN BOROUGH OF WOLVERHAMPTON

EDUCATION DEPARTMENT
MORETON COMMUNITY SCHOOL
CO-ORDINATOR FOR SPECIAL EDUCATIONAL NEEDS INCENTIVE ALLOWANCE E

A well qualified and experienced teacher required from Easter 1988 to co-ordinate the special needs provision in this 11-18 community comprehensive with a young, committed and caring staff and distinctive policies on key educational issues.

Application forms and further details are available by sending a stamped addressed envelope to the Director of Education, Education Department, Civic Centre, St Peters Square, Wolverhampton, WV1 1RR, to be returned within 14 days of this advertisement.

Wolverhampton Metropolitan Borough Council is an equal opportunity employer and positively welcomes applications from all sections of the community irrespective of an individual's sex, ethnic or racial origin, colour, disability, sexual orientation or responsibility for dependents.
(63369)

WOLVERHAMPTON
the pace setter

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ilea
Working in Education

The Inner London Education Authority is committed to providing a high quality education service to one of the most ethnically and culturally diverse populations in Britain and is able to offer its teachers:

- ***Commitment to promoting equality of opportunity in education***
- ***Pupil teacher ratios among the best in the country***
- ***Half-day a week induction training for probationers and a high level of in-service training provision thereafter***
- ***With some 950 schools, opportunities to broaden experience and enhance career prospects***
- ***Excellent support staff and professional back-up, plus a range of central specialist resources***
- ***Inner London allowance of £1,215 plus in many cases Social Priority allowance of £201/276 p.a. in addition to salary.***
- ***As a result of The Teachers' Pay & Conditions Act 1987, Burnham rates of pay have now been replaced by a revised structure. The posts listed below give details of the new 'Main Scale' plus an 'Incentive Allowance' (IA) where applicable.***

The rate payable is:

Rate	Annual Amount
B	£1,002
D	£3,000
E	£4,200

(note: rates A and C are yet to be introduced).

- ***All posts open to job-sharing, unless indicated otherwise (NJS). A register for pairing potential job-sharers is maintained by EO/PER/PS7, Room 533, The County Hall, London SE1 7PB. Tel: 01-633 3814. (N.B. applications can NOT be dealt with on this number).***

Applications are invited from qualified teachers interested in working in this exciting inner-city environment.

Application forms and further details are available from the Head of the school, unless requested otherwise. Visits to schools, by appointment, are welcomed.

The closing date for applications is 27th Nov. 1987, unless indicated otherwise.

Headships & Deputy Headships

Please refer to separate advertisement also in this publication on page 38.

Secondary Education

All secondary schools in the ILEA area are organised along comprehensive lines.

Art/Design

DUNRAVEN (SM)
Leigham Court Road, SW16 2QD. Tel: 01-677 2431 or 01-769 7300. Roll: 1000.
Head: R. W. Townsend
Required from January, Enthusiastic and versatile teacher of Art; Main Scale, teaching all ages and abilities, perhaps offering fabric printing or 3-D skills. To join a department developing resource-based learning. A temporary appointment until the end of the Summer Term would be considered.
Contact Mrs Joel, Head's Secretary, for further details.

ELTHAM HILL (SG)
Eltham Hill, SE9 5EE.
Tel: 01-859 2843. Roll: 850.
Head: Mrs B. M. Sullivan
Required from January Acting Head of Department for one year, Main Scale + IA 'B'. Recent experience in teaching to advanced level essential.

Assessment

KINGSDALE (SM)
Alleyn Park, Dulwich, SE21 8SQ. Tel: 01-670 7575. Roll: 787. **Head: Ms L. Bulman**
Required asap Main Scale + IA 'E' – Assessment. Senior teachers have general and curricular responsibilities as part of the senior management team. Specific responsibilities include assessment examinations, LRA, monitoring. Previous applicants will be considered.

Business Studies

CROFTON (SM)
Manwood Road, SE4 1SA.
Tel: 01-690 1114. Roll: 930.
Head: Mr J. J. Alderman
Required from January, Head of Business Studies (Main Scale + IA 'D'). An experienced and enthusiastic teacher is sought who can lead this department. Should be able to offer Economics up to 'A' Level. The department teaches Commerce and O.S.I.P. to 4th and 5th Year Option Groups. In the 6th Form there is a wide range of courses on offer including R.S.A., C.P.V.E., G.C.S.E. and 'A' Level Economics and Law.

Computing

KINGSDALE (SM)
Alleyn Park, Dulwich, SE21 8SQ. Tel: 01-670 7575. Roll: 787. **Head: Ms L. Bulman**
Required from January. Main Scale + IA 'B' computing across the curriculum. The school is well resourced with computers, and computer literacy is part of the lower school curriculum. The person appointed will be required to develop the use of computers throughout the school and to manage the econet and 802 networks. Previous candidates please re-apply.

PIMLICO (SM)
Lupus Street, SW1V 3AT.
Tel: 01-828 0881. Roll: 1100.
Head: Miss A. Gittins
Required from January or asap Head of Computing Main Scale + IA 'B' to teach Computer Studies to GCSE and 'A' Level and to support Computer Education across the curriculum. Excellent facilities include two computer laboratories with Nimbus and 480Z networks.

CDT

HAMPSTEAD (SM)
Westbere Road, NW2 3RT.
Tel: 01-794 8133. Roll: 1090.
Head: Tamsyn Imison
Required asap teacher of C.D.T. Main Scale to join a progressive and successful department. D & R, D & C, and Technology are offered for GCSE. Will need to be enthusiastic, willing to contribute to all areas of the curriculum and will receive support from all team members. Hampstead School is a popular mixed 11-19 Comprehensive with an intake spanning the full range of abilities and ethnic and social backgrounds.

THOMAS TALLIS (SM)
Kidbrooke Park Road, SE3 9PX. Tel: 01-856 0115. Roll: 1070. **Head: Mr C. Yardley**
1) Required from March for 2 terms Main Scale teacher of C.D.T. Technology is a core subject throughout the school.
2) Required from January Part-time 0.6 Main Scale teacher of C.D.T. Technology is a core subject throughout the school.

Drama

BISHOP THOMAS GRANT RC (SM)
Belltrees Grove, SW16 2HY.
Tel: 01-769 3294. Roll: 960.
Head: Mr John Edwards
Required from January for two terms only to cover maternity leave, Main Scale Teacher in Charge Drama. This is a well established department with a purpose-built studio. Drama is taught throughout the lower school and to GCSE in Years 4 and 5. Candidates should be committed to and have wide knowledge of current educational Drama practice.

English

RAINE'S FOUNDATION CE (SM)
Approach Road, Bethnal Green, E2 9LY.
Tel. 01-981 1231.
Roll: 823. **Head: G. Lewis**
Required for January or asap Main Scale full-time or two term temporary teacher of English in Years 3 to 5 initially, including GCSE 5th Year groups.

SIR JOHN CASS'S FOUNDATION & REDCOAT CE (SM)
Stepney Way, E1 0RH.
Tel: 01-790 6712. Roll. 800.
Head: Miss J. M. Hayes
Required asap 0.7 Main Scale English teacher. For anyone able to teach general subjects for the remainder of the timetable, this could be a full time appointment.

WOOLWICH POLYTECHNIC (SB)
Sandy Hill Road, Plumstead, SE18 7BB. Tel: 01-854 1114. Roll: 858.
Acting Head: Mr R. Stener
Required from Easter or asap 2 I/c of English Department – Main Scale + IA 'B'. Applications are invited from enthusiastic and experienced teachers of English.

ESL

HAGGERSTON (SM)
Weymouth Terrace, E2 8LS.
Tel: 01-739 7324.
Head: Mrs J. Hoffbrand
Required from January to cover confinement leave for 2 terms. E.S.L. teacher Main Scale, to join this department to work mainly on in-class support.

Geography

BONUS PASTOR (SM)
Winlaton Road, Bromley, Kent.
Tel: 01-698 7668. Roll: 465.
Head: Mr Patrick Milne
Required from January for two terms. Head of Geography, Main Scale plus IA 'C' to be responsible for the subject up to GCSE.
Apply in writing to Headteacher enclosing CV and names of two referees.

CLAPTON (SG)
Laura Place, Lower Clapton Road, Clapton, E5 0RB.
Tel: 01-985 6641. Roll: 780.
Head: Mrs P. M. Williams
Required from January Acting Head of Geography, Main Scale + IA 'B' during secondment one year initially but likely to be extended. Good facilities and well organised department.

History

ACLAND BURGHLEY (SM)
Burghley Road, NW5 1UJ.
Tel: 01-485 8515.
Roll: 850. **Head: D. C. Johnson**
Required from January for two terms in the first instance, History Teacher. The Department contributes to Humanities teaching in Year 1, and teaches History from Year 2 to Upper 6th. Part-time applicants also welcome.

FULHAM CROSS (SG)
Munster Road, SW6 6BP.
Tel: 01-381 0861.
Roll: approx. 600.
Head: Miss J. M. Burroughs
Required by January (if possible) or Summer term an experienced and well qualified History teacher to be Head of Department Main Grade + IA 'B'. The ability to develop and lead evidence based work is essential. The Department covers social studies work as well.

HAMPSTEAD (SM)
Westbere Road, NW2 3RT.
Tel: 01-794 8133. Roll: 1090.
Head: Tamsyn Imison
Required from January or asap after that date Deputy Head of History – Main Scale, to share in the running of a progressive department which is committed to developing mixed ability work, in the lower school. The teaching will be across the full age and ability range, including 'A' Level. The school is a mixed, multi-racial comprehensive with an intake of pupils spanning all abilities and social backgrounds.

Home Economics

CARDINAL POLE (SM)
Kenworthy Road, Homerton, E9 5RB. Tel: 01-985 5150.
Roll: 960. **Head: Mrs J. F. Leith**
Required from January/asap Main Scale teacher to join Home Economics Department, to specialise in Textiles. Appointment available in January or as soon as possible thereafter.
Fuller details on application to School Secretary.

Maths

CLAPTON (SG)
Laura Place, Lower Clapton Road, Clapton, E5 0RB.
Tel. 01-985 6641. Roll: 780.
Head: Mrs P. M. Williams
Required from January Maths Main Scale. SMILE well established in excellent department.

ELIZABETH GARRETT ANDERSON (SG)
Off Penton Street, N1 9QG.
Tel: 01-837 0739. Roll: 950.
Head: Miss B. E. Loveridge
Required from January/asap an enthusiastic Main Scale Maths teacher to join a thriving department. Candidates should be committed to individualised and group learning schemes. The department is well equipped and has good facilities.

THOMAS TALLIS (SM)
Kidbrooke Park Road, SE3 9PX. Tel: 01-856 0115. Roll: 1070. **Head: Mr C. Yardley**
Required from January Main Scale teacher of Mathematics. Graded assessment pilot school, teaching SMP in Years 1 to 3 and the SEG GCSE courses.

Modern Languages

BURLINGTON DANES (SM)
Burlington Building, Wood Lane, W12 0HR.
Tel: 01-743 2182. Roll: 973.
Head: Mrs Rosemary Cairns
Required January/asap Main Scale teacher of German interested in developing the language throughout the school. Able to teach German to 'A' Level and French in the Lower school. The successful applicant will have the opportunity of taking responsibility for German and of deputising for the Head of Modern Languages.

GRAVENEY (SM)
Welham Road, SW17 9BU.
Tel: 01-767 4531. Roll: 1700.
Head: Mr J. A. Phillips
Required from January, or asap, a teacher of Spanish Main Scale to teach Spanish up to 'A' Level. It would be possible to consider an application for a part-time post.

HIGHBURY GROVE (SB)
Highbury New Park, N5.
Tel: 01-226 7993. Roll: 1200.
Acting Head: Brian K. Jones
Required from January.
Applications are invited from well qualified and experienced teachers to be Head of Modern Languages Main Scale + IA 'D'. This Department offers both French and German to Examination Level and the successful candidate would be expected to take charge of all Modern Language teaching in the school.

ST MARK'S CE (SM)
Bishop's Avenue, Fulham, SW6 6ED. Tel: 01-736 2211.
Roll: 800.
Head: L. W. C. Truman
Required from January or asap thereafter Main Scale teacher of French and German to join a successful team. A new Languages Foundation Course is one of the Department's exciting innovations.

ST JOSEPH'S ACADEMY RC (SB)
Lee Terrace, Blackheath, SE3 9TY. Tel: 01-852 7433.
Roll: 807.
Head: Brother Michael Davidson
Required January Modern Languages Main Scale + IA 'B'. Applications are invited from well qualified and experienced teachers able to teach both French and German and to play a leading role in the developments of language teaching in the school.

THOMAS TALLIS (SM)
Kidbrooke Park Road, SE3 9PX. Tel: 01-856 0115. Roll: 1070. **Head: Mr C. Yardley**
Required from January Main Scale teacher of both French and Italian.

Music

LILIAN BAYLIS (SM)
Lollard Street, SE11.
Tel: 01-735 3105. Roll: 625.
Head: Mrs H. E. Hardy
Required from January a part-time teacher (0.4) to take charge of a one-person Music Department on Thursdays and Fridays for the Spring Term 1988 whilst the incumbent is seconded to the Arts Council.
Please telephone and ask for Mr. C. Stubbs.

Pastoral

KINGSDALE (SM)
Alleyn Park, Dulwich, SE21 8SQ. Tel: 01-670 7575. Roll: 787. **Head Ms L. Bulman**
Required asap. Pastoral Curriculum Co-ordinator, Main Scale + IA 'B' to organise the tutorial programme and eventually to create a pastoral curriculum for the whole school involving the academic curriculum also.

PE

ISLINGTON GREEN (SM)
Prebend Street, N1 8PQ.
Tel: 01-226 8611. Roll: 859.
Head: Gwenllan Evans
Required from January or asap Head of P.E. Main Scale + IA 'B'. P.E. is part of the core curriculum for Years 1-3 and of the option system for Years 4 & 5. On site facilities include two gyms and a Sports Hall. We are looking for someone resourceful and efficient who will be able to develop a truly comprehensive offer and also want to contribute to cross-curriculum initiatives and to increase existing contacts with the community.

RE

WOOLWICH POLYTECHNIC (SB)
Sandy Hill Road, Plumstead, SE18 7BB. Tel: 01-854 1114.
Roll: 858.
Acting Head: Mr R. Stener
Required asap an enthusiastic Main Scale teacher to teach approximately 20 periods of Religious Education, with an opportunity to develop Religious Education as a GCSE option. Also an interest in the teaching of History in the Upper School and some Humanities in the Lower School would be advantageous.

Remedial

THOMAS TALLIS (SM)
Kidbrooke Park Road, SE3 9PX. Tel: 01-856 0115. Roll: 1070. **Head: Mr C. Yardley**
Required from January for 2 terms, a temporary Main Scale Special Educational Needs Teacher.

Science

GRAVENEY (SM)
Welham Road, Tooting, SW17 9BU. Tel: 01-767 4531.
Roll: 1700.
Head: Mr J. A. Phillips
Required for January if possible/asap, a Main Scale + IA 'D' Head of Science. Full details of the school and department will be sent with the application forms.

KINGSDALE (SM)
Alleyn Park, SE21 8SQ.
Tel: 01-670 7575.
Roll: 787. **Head: Ms L. Bulman**
Required asap Acting Head of Science Main Scale + IA 'D' for this academic year initially. External candidates must be able to teach Physics to 'A' Level.

PIMLICO (SM)
Lupus Street, SW1V 3AT.
Tel: 01-828 0881. Roll: 1100.
Head: Miss A. Gittins
Required from January or asap Main Scale Science teacher to teach Integrated Science to GCSE Level and Chemistry to 'A' Level as a member of a well-established and innovative department.

Special Educational Needs

HAGGERSTON (SM)
Weymouth Terrace, E2 8LS.
Tel: 01-739 7324. Roll: 900.
Head: Mrs J. Hoffbrand
Required from January an experienced Special Needs teacher Main Scale to join the Learning Support Department.

Technical Studies

STOCKWELL (SM)
Clapham Road, SW9 0AL.
Tel: 01-733 6156. Roll: 639.
Head: Miss S. A. Keefe
Required from January experienced teacher of CDT main Scale + IA 'B' to act as 2 i/c department. Progressive, well equipped department, interested in encouraging girls, in links with special schools and in graphics and robotics, electronics and computers.

Special Education

Day Schools

CHARLTON PARK (all age mixed motor disordered pupils)
Charlton Park Road, SE7 8HX.
Tel. 01-854 6259. Roll: 104.
Head: Mr S. G. F. Ngakane
Required asap Teacher Main Scale + IA 'B'. Secondary class teaching plus some team teaching. Music or Home Economics essential.

THE HARBOROUGH (Autistic) (All age)
Elthorne Road, Holloway Road, N19 4AB. Tel: 01-272 5739.
Roll: 24.
Head: Mrs Barbara Hickling
Required from January a temporary teacher Main Scale + IA 'B' for 1 term (probably 2 terms) for a group of senior autistic pupils.

HAWTHORN COTTAGE (DEL) (All age)
Welton Road, Plumstead, SE18.
Tel: 01-854 5804.
Roll: 122. **Head: Norma McNeil**
Required from January:
1) An experienced Infant Teacher Main Scale + IA 'B'. An interest in Special Needs more important than a formal qualification. Friendly, supportive staff.
2) Enthusiastic Teacher Main Scale + IA 'B' to initiate and co-ordinate the development of Humanities. Interest in all ability levels.

NINE ACRES (SLD)
Robert Street, Plumstead, SE18. Tel: 01-317 7659.
Roll: 84 (Group 6).
Head: Mrs P. J. Mathias
Required from January Main Scale + IA 'B' Class Teacher with particular interest in continuing the development of the school's Physical Education curriculum. Experience of working in a multi-professional team and with pupils experiencing Severe Learning Difficulties is essential.

NORTH CROFT (EBD) (5-16 yrs)
Vespan Road, W12.
Tel: 01-749 5845.
Roll: 46. **Head: A. E. Andrews**
Required from January:
1) Temporary Teacher Main Scale + IA 'B' for general teaching in Senior Department, subject areas include Humanities, Commerce, Life Skills, Careers.
2) Teacher Main Scale + IA 'B' for general teaching in Senior Department, subject areas include: Science/Mechanics, P.E., R.E., Social Studies.
3) Teacher 0.8 Main Scale + IA 'B' for general teaching in Senior Department.

PADDOCK (SLD)
Priory Lane, SW15.
Tel: 01-876 1521. Roll: 120.
Head: Mrs Nora Evans
Required asap:
1) Teacher Main Scale + IA 'B' to fulfil a peripatetic role within the split site school.
2) Class Teacher, Main Scale + IA 'B', with particular interest in working with Nursery/Infant children with Severe Learning Difficulties.

ROBERT BLAIR (JM&I+N)
Blundell Street, N7 9BL.
Tel: 01-607 4115. Roll: 220.
Required asap, full-time Teacher Main Scale + IA 'B' for our language impaired unit, to teach infant age children, working as part of enthusiastic team. Experience in both special education and mainstream essential.

SPA (All age mixed) (MLD)
Monnow Road, SE1 5RN.
Tel: 01-237 3714.
Roll: 76 (Group 5(s)).
Head: Mr C. M. Lewis
Required from January, Teacher Main Scale + IA 'C' for a secondary aged class. The post offers the opportunity of contributing to a management team. Applicants will be expected to have experience of working with secondary aged children. Applications from experienced teachers with specific areas of skills would be most welcome.

Boarding Schools

BREDINGHURST (EBD)
Stuart Road, Peckham Rye, SE15 3AZ. Tel: 01-639 2541.
Roll: 45. **Head: J. R. Burton**
Required asap Main Scale + IA 'C' experienced and qualified Teachers for post at this boarding school for EBD pupils. The teacher appointed will be responsible for the examination class and for curriculum development throughout the school. A maximum of 15 hours additional duties is required for £2,949 p.a. Possibility of accommodation.

Other Appointments

UNIFIED LANGUAGE SERVICE – ESL TEACHERS

English Language Centre for Division 4 (Hackney).
Main Scale job-share (0.4) Teacher of ESL (Peripatetic/Primary). Required to work in one school to support the learning and language development of bilingual pupils and to contribute to the work at the Centre. This is a re-advertisement of Post 103/87, previous applicants will be considered.
POST REF: 116/87.

English Language Centre for Division 5 (Tower Hamlets).
Main Scale Teacher of ESL (Peripatetic/Primary). Temporary to July 1988, required to work in schools to support the learning and language development of bilingual pupils and to contribute the work of the primary team.
POST REF: 117/87.

English Language Centre for Division 7 (Lewisham).
Main Scale Teacher of ESL (Peripatetic/Primary). Required to work in two schools to support the learning and language development of bilingual pupils and to contribute to the work of the Centre. **POST REF: 118/87.**

English Language Centre for Division 9 (Lambeth).
Main Scale Teacher of ESL (Peripatetic/Secondary). Required to teach in two schools to support the learning and language development of bilingual pupils and to contribute to the work of the Centre. **POST REF: 118/87.**

Main Scale Teacher of ESL (Peripatetic/Primary). Temporary to July 1988. Required to work in two schools to support the learning and language development of bilingual children and to contribute to the work of the Centre. **POST REF: 119/87.**

For all the above posts applicants should have successful teaching experience in multi-lingual schools and understanding of issues related to the education of bilingual children.
Further details and application forms may be obtained from PER/PS3(c), Room 70(MB), The County Hall, London SE1 7PB. It is essential to quote the reference no(s) of the post(s) for which you are applying.

Main Scale Supply Teachers

There are currently opportunities available in some 1,050 Nursery, Primary, Secondary and Special Schools throughout Inner London for supply teachers who have satisfactorily completed their probation. There are opportunities for permanent appointment as a cover teacher (not in special schools) as well as on a casual supply basis. If you are interested in pursuing a worthwhile career working in education and would like to receive further details and an application form, contact the Staff Section at your nearest Divisional Office (see below). Special Schools – all areas: 01-633 7071.

Hammersmith & Kensington	01-603 3388
Lewisham	01-698 4633
Camden & Westminster	01-486 0190
Southwark	01-703 0855
Islington	01-272 7727
Lambeth	01-274 6288
Hackney	01-802 3177
Wandsworth	01-874 7262
City & Tower Hamlets	01-790 1288
Greenwich	01-855 3161

Inner London Education Authority

ILEA IS AN EQUAL OPPORTUNITY EMPLOYER

SECONDARY REMEDIAL & SPECIAL NEEDS
continued

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
EDUCATIONAL SERVICES FOR HEARING IMPAIRED CHILDREN
ASSISTANT TEACHERS OF THE DEAF - Main Scale plus Allowance B
Vacancies exist for Assistant Teachers of the Deaf in Units for Hearing Impaired Children attached to three secondary schools, in the Chatham, Dartford and Ashford areas.
Applicants should be qualified teachers of the deaf and should have had some teaching experience. No particular curricular interests are necessary but flexibility and adaptability are important.
All teachers of the hearing impaired are expected to make a contribution to the main school in terms of teaching and other duties, so that they are seen as part of the school, although the predominant part of their time will be spent using their teaching of hearing impaired skills with the children in the Unit.
Assistance may be given in approved cases under the County Council's Disturbance Allowance Scheme.
Further particulars and application forms from County Education Officer, Springfield, Maidstone, Kent ME14 2LJ. Tel: Maidstone 671411. Ext. 2443, ref: CSO/P/43, returnable by 26th November 1987. Teachers wishing to first discuss the nature of the work and appointments informally are welcome to telephone the Educational Services for the Hearing Impaired. Tel: Maidstone 671411. Ext. 2471. (41928) 131036

Main Scale

AVON COUNTY
ADVISORY AND SUPPORT TEACHER FOR SPECIAL NEEDS
Please see under Special Education - Main Scale. (15591) 131040

BARNET
LONDON BOROUGH
CHRIST CHURCH C.E. SCHOOL
Warnham Road, Finchley, London N12
Tel: 01-445 3249
V.A. Mixed Comprehensive. Roll 592
Required April 1988, a well qualified and caring teacher is sought on a full or part-time (.8) basis to assume responsibility for the Support Unit during the Spring Term when the present holder of the post will be seconded.
The school offers a happy, well structured and supportive ethos in which to work. Applications are particularly welcomed from those able to support the Christian ethos of the school.
Letters of application, together with the names of two referees, should be forwarded to the Headteacher. (S.A.E. please). (47071) 131040

BUCKINGHAMSHIRE
MILTON KEYNES AREA
SIR FRANK MARKHAM SCHOOL
Woughton Campus, Chaffron Way, Milton Keynes MK6 5EE
(Headteacher: Mr D.C. McCluskey, B.A., Dip. Ed.)
CO-ORDINATOR OF REMEDIAL DEPARTMENT
Required from January 1988 a co-ordinator for the Remedial Department. The department has three full-time teachers and is involved mostly with support in the classroom. Main scale post.
These teachers function as part of a flexible Special Needs Team which caters for many students with a wide range of lerning difficulties.
This comprehensive school opened in 1978 in new buildings and is designed for 1440 pupils aged 12-18 and has purpose-built Sixth Form accommodation for up to 240 pupils. It has a strong form teacher support for its pupils and developing community involvement.
In approved cases the County Council offers a substantial housing and relocation package. There is a wide range of housing to buy in the area.
Application form and further details are available from the Headteacher on receipt of an A5 stamped addressed envelope. (22181) 131040

NEWHAM
LONDON BOROUGH OF NEWHAM
An Equal Opportunity Authority
LANGDON SCHOOL
Sussex Road, London E6 2PS
Head Teacher: P.A. Kaye
Number on roll: 1700
SPECIAL NEEDS TEACHER
Required January 1988 or as soon as possible.
A committed and energetic teacher is required to join a well organised and effective Special Needs department with an emphasis on improving literacy. Langdon is a multi ethnic school with a policy of integration. It is also a spacious and friendly school on a splendid 45 acre site.
LONDON ALLOWANCE £1,218.
Application forms/further particulars (s.a.e. please) available from The Head Teacher to whom completed forms should be returned by 24.11.87.
Director of Education, Education Offices, 379/383 High Street, Stratford, [illegible]

SOLIHULL
EDUCATION COMMITTEE
SECONDARY M.L.D. UNIT
ALDERBROOK SECONDARY SCHOOL
Blossomfield Road, Solihull, West Midlands
ASSISTANT TEACHER - Main Scale Plus Incentive B
Required, as soon as possible, a teacher to work at this newly established unit for pupils with moderate learning difficulties. The successful candidate will work under the supervision of the Teacher-in-Charge and candidates should, preferably, have experience working with mainsteam pupils and pupils with special needs.
Application forms from the Director of Education, PO Box 20, Council House, Solihull, West Midlands.
Closing Date: 27 November 1987. (41848) 131040

By Subject Classification

Art and Design

Main Scale

BRADFORD
CITY OF BRADFORD METROPOLITAN COUNCIL
ST JOSEPH'S COLLEGE
Voluntary Aided RC 13-19 Girls Comprehensive School
Number on Roll 823 including 218 in the Sixth Form
Required for January 1988, or as soon as possible, 0.5 enthusiastic qualified teacher of Art MPG with a specialist interest in Ceramics, to teach up to and including GCSE with A level work available for a suitable applicant.
Art is part of the core curriculum in Year 3 and attracts large numbers for GCSE. The Sixth Form A level course is well established and the Department has been involved in pre-vocational work within the CPVE framework and contributes one element to the Creative Arts course followed by all students in Years 4 and 5.
The Department housed in a modern purpose built suite is successful, lively and innovative and is developing links with other curricular areas.
Further details and application forms available from the Headteacher (sae please) to St Joseph's College, Cunliffe Road, Bradford, West Yorkshire BD8 7AP to be returned by Friday, 20 November 1987.
Reference ET 122587/TES.
Bradford is an equal opportunities employer and welcomes applications from candidates of any race, sex, age or disability, unless otherwise stated. (22163) 131240

EALING
LONDON BOROUGH
EDUCATION SERVICE
GREENFORD HIGH SCHOOL
Ruislip Road, Greenford, Middlesex UB6 9RX
Tel: 01-578 9152
Head: Mrs M.M. Oliver
Group 11 Mixed Comprehensive
TEACHER OF ART AND CERAMICS
Main Salary Scale
Required from January or April 1988 to join the Creative Art and Technology Department of this multi-ethnic school. There are excellent Art facilities including a purpose built Ceramics Studio incorporating a Kiln Room with two Kilns based in an extensive Art and Technology block. The CAT Department includes the performing arts, Graphics, Textiles and CDT and we seek a person interested in the broader spectrum of Art teaching in relation to other subject areas within this field.
£1,218 London Weighting.
For further information and an application form please telephone the school or send for further details (SAE PLEASE).
Closing date: 27th November 1987.
Ealing Council welcomes applications from all regardless of sex, race, ethnic origin, responsibility for dependents, from people with disabilities and from lesbians and gay men. (10742) 131240

HARROW
EDUCATION COMMITTEE
CANONS HIGH SCHOOL
Shaldon Road, Edgware, Middlesex HA8 6AN
Tel: 01-952 1614
Required for January 1988 at this comprehensive mixed High School a fulltime (or two parttime) teacher(s) who can add to our 'Arts in School' programme in one or more of the following areas:
Art, Drama, Music and/or Physical Education (especially Dance).
The post will be for a fixed period of two terms and will offer the opportunity to work alongside committed colleagues in an exciting environment.
Full details and application forms from the Headteacher - Mr R.J.G. Annan - to be returned by 24th November.
Outer London Allowance Payable.
Please enclose stamped addressed envelope.
HARROW IS AN EQUAL OPPORTUNITY EMPLOYER. [illegible]

HERTFORDSHIRE
BUSHEY HALL SCHOOL
Bushey Hall Road, Bushey, Watford
Required January or as soon as possible thereafter, a lively and enthusiastic Teacher to join an expanding ART department. Person appointed should be capable of developing 3 dimensional work and additional in Screen printing and photography would be an advantage.
Main Scale + London fringe allowance £309.
The school is moving in 1988 to handsome premises in the centre of Bushey.
Apply by letter to Headmaster giving curriculum vitae and names and addresses of two referees. (22367) 131240

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
SWANLEY SCHOOL
St Mary's Road, Swanley BR8 7TE
Tel: 0322 65231
Headmaster: Douglas Macildowie, B.A.
A co-educational comprehensive school with a full range intake, 11-18
London Fringe Allowance
Required in January, or as soon as possible, a teacher with ceramic skills and broad 3D interests to join the Art Department.
Application is by letter to the Headmaster giving cv and naming referees.

SOUTH KENT AREA
SOUTHLAND'S SCHOOL
New Romney, Kent TN28 8BB
ART TEACHER
Required for April 1988 (or January if possible), an Art Teacher to join a well-resourced, forward-looking department within which there is a range of successful courses. Interest in any aspect of design would be an advantage.
The school is fully comprehensive with some 1160 pupils, serving the whole area of Romney Marsh.
Applications should be made by letter to the Headmaster at the School, along with a curriculum vitae and the names and addresses of two referees. (41927) 131240

SHROPSHIRE
BRIDGNORTH ENDOWED SCHOOL
Northgate, Bridgnorth WV16 4ER
11-18 Mixed Comprehensive, 960 on roll
Required for January 1988 for two terms, full-time teacher of Art/Graphics, to join committed and successful department. Main Professional Grade.
Forms and Details from the Headmaster. Tel: Bridgnorth 2103. Closing date: 18th November. (22249) 131240

Classics

Main Scale

LONDON N16
OUR LADY'S CONVENT HIGH SCHOOL
6-16 Amhurst Park, London N16 5AF
Required for the Spring Term 1988 only, (to cover temporary promotion of head of the department), for this three form entry R.C., V.A., non-selective girls' school (570) Main Grade teacher of Latin and Classical Studies, to teach across the age and ability range. Courses to G.C.S.E. and 'A' Level. Ability to offer lower school Mathematics an advantage.
Applicants must be in sympathy with the ethos of the school.
Apply in writing to the Headmistress, quoting two referees. (47087) 131640

Kent County Council Education Department
Duncan Bowen School,
Stanhope Road, Ashford, Kent.
HEAD OF COMPUTER STUDIES/ NETWORK MANAGER
Incentive Allowance B
Required for April 1988 or earlier, a competent Teacher of Computer Studies, Information Technology and Computer Literacy. The successful applicant will be expected to be conversant with, and encourage the use of, cross-curricular software, and to maintain and manage a large Nimbus network sited in two adjacent Computer Rooms. The School has at present 28 Computers.
Applications, in writing, to the Headteacher, should include full C.V. and two referees.
(51999)
KENT COUNTY COUNCIL

Commercial Subjects

Main Scale

BARNET
(LONDON BOROUGH)
CHRIST CHURCH C.E. SCHOOL
Warnham Road, Finchley, London N12
Tel: 01-445 3249
V.A. Mixed Comprehensive. Roll 592
Required April 1988, or earlier if possible, a well qualified and committed teacher to assume responsibility for a successful and developing department. Well established courses in Information Technology, Typing and Commerce exist. Opportunities will also be available to participate in Computer/Economics awareness courses in the Lower School.
The school which enjoys close links with the local Evangelical Church, offers a happy, well structured and supportive ethos.
Removal expenses and separation allowances available.
Letters of application together with the name of two referees should be forwarded to the Headteacher. (S.A.E. please). (47070) 131840

BERKSHIRE
ROYAL COUNTY OF BERKSHIRE
WILLINK SCHOOL
School Lane, Burghfield Common, Reading
N.O.R. 715
Required for Easter if necessary, but January if possible, a Commerce (Typing/Shorthand/Office Skills) teacher keen to take over a well-established Department, and to promote its further expansion at all levels. Prospective candidates welcome to visit.
If available for January, apply direct to the Headteacher quoting two referees; otherwise standard application form and further details available on request.
An Equal Opportunity Employer. (41812) 131840

BOLTON
METROPOLITAN BOROUGH
(An Equal Opportunity Employer)
HAYWARD SCHOOL
Lever Edge Lane, Bolton BL3 3RH
KEYBOARD SKILLS AND INFORMATION TECHNOLOGY
Temporary Teacher, Main Scale required from 1.1.88 to 31.8.88.
Application forms available from the Director of Education and Arts. P.O. Box 53, Paderborn House, Civic Centre, Bolton BL1 1JW. Completed applications to be returned to the Head Teacher at the school by 25 November 1987. (22542) 131840

BROMLEY
DARRICK WOOD SCHOOL
Lovibonds Avenue, Orpington, Kent BR6 8ER
Tel: 0689 50271
For January 1988 at this expanding 11-18 five entry mixed comprehensive school, a teacher of COMMERCIAL SUBJECTS for 1½ terms to cover maternity leave. Part time appointment, approximately 2/3 time-table.
The School is housed in modern buildings on an attractive site in a pleasant catchment area. Substantial extensions to the buildings are currently being considered.
Application forms and further details available from/returnable to the Headteacher (large sae) by 24th November 1987. (41906) 131840

KIRKLEES
METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATONAL SERVICES
SHELLEY HIGH SCHOOL
Huddersfield Road, Shelley, Huddersfield HD8 8NL
Ref 114
Required for January 1988 for one year only a temporary teacher of COMMERCIAL SUBJECTS including Typing and Business studies at this fully Comprehensive 13-18 High School.
Salary will be paid in accordance with the Teachers Pay and Conditions Act 1987 on the main scale.
Application forms and further details (SAFE please) from the Headteacher at the school to whom completed forms should be returned within 14 days of this advertisement.
Kirklees operates an Equal Opportunities policy full details of which will be supplied to all applicants. (47214) 131840

SOUTH GLAMORGAN
COUNTY COUNCIL
CANTONIAN HIGH SCHOOL
Cardiff
(11 - 18 Comprehensive 6 Form Entry)
COMMERCE AND TYPEWRITING: MAIN SCALE (PART TIME)
Required for January 1988, to teach half-time in forms 4 and 5 examination classes. Temporary for two terms.
Application forms may be obtained on receipt of a stamped addressed foolscap envelope from the Director of Education, Education Offices, Kingsway, Cardiff CF1 4JG, to whom applications should be returned within 10 days of the appearance of this advertisement.
Applications are welcomed from suitably qualified people regardless of their sex, marital status, race, religion, colour or disability. (22349) 131840

Computer Studies

Main Scale Incentive B

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
DUNCAN BOWEN SCHOOL
Stanhope Road, Ashford, Kent
HEAD OF COMPUTER STUDIES/NETWORK MANAGER
Incentive Allowance B
Required for April 1988 or earlier, a competent Teacher of Computer Studies, Information Technology and Computer Literacy. The successful applicant will be expected to be conversant with, and encourage the use of, cross-curricular software, and to maintain and manage a large Nimbus network sited in two adjacent Computer Rooms. The School has at present 25 Computers.
Applications, in writing, to the Headteacher, should include full C.V. and two referees. (41925) 132036

Main Scale

BARNET
LONDON BOROUGH
ST MARY'S C.E. SCHOOL
Downage, Hendon, London NW4 1AB
Tel: 01-203 2827
V.A. Mixed Comprehensive.
Roll: 897, Sixth Form 121
Required April 1988, or earlier if possible, post presents an excellent opportunity for the appointee to take a vigorous role in the further development of the subject which is currently taught at GCSE and 'A' levels. Additionally, all pupils are given 'hands on' computer experience in their Junior forms. The school has a well equipped and resourced computer room which is under consideration for further development.
Removal expenses and separation allowance available.
Further details and application forms are obtainable from the Headteacher at the school (SAE).
Director of Educational Services. (10758) 132040

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
EAST KENT AREA
ST ANSELM'S R.C. COMPREHENSIVE SCHOOL
Old Dover Road, Canterbury CT1 3EN
NOR 810
Required January 1988, teacher for COMPUTER STUDIES/INFORMATION TECHNOLOGY with some MATHS (Main Professional Grade).
Opportunity to teach to 'A' level for suitably qualified candidate. Willingness to teach full ability range in well appointed purpose built accommodation at this mixed, wide-ability, 11-18 school.
St Anselm's is member of Canterbury TVEI Consortium and the post offers great scope to a teacher interested in this exciting development. Permanent post or temporary appointment for one term.
Applications by letter with full CV and details of 2 referees to the Headmaster at the school (R.C. candidate should give their Parish Priest as a 3rd referee). (41926) 132040

Craft, Design & Technology

Main Scale Incentive B

BARNET
LONDON BOROUGH
EDGWARE COMPREHENSIVE SCHOOL
Green Lane, Edgware, Middx. HA8 8BT
Tel: 01-958 5310
Mixed, 11-18, Roll 791, Sixth form 90
Required April 1988, a CRAFT, DESIGN AND TECHNOLOGY Teacher to be second in this large and successful department. The post carries an Incentive allowance of £1,002 (B). The person appointed will have the ability to teach all C.D.T. subjects at least up to GCSE level and be expected to take responsibility for the organisation of technology and the co-ordination of CPVE.
Edgware School is in its second year of TVEI. The C.D.T. department has a suite of four well equipped adjoining rooms.
Removal expenses and separation allowances available.
Further information and application forms are available from the Headteacher. Please enclose a s.a.e. (10753) 132136

LONDON NW5
WILLIAM ELLIS SCHOOL
Highgate Road, London NW5 1RN
Tel: 01-267 9346
11-18 Voluntary Aided Boys 4 FE Comprehensive
825 on roll
CDT: DEPUTY HEAD OF DEPARTMENT, MPG + INCENTIVE ALLOWANCE 'B'
Required for the Summer Term, 1988, or ASAP, a creative and energetic Deputy Head of Department. The post is demanding and offers the successful candidate an opportunity to teach throughout the 11-18 age range.
CV and names and addresses of two referees to the Headmaster from whom further details can be obtained at the school. Closing date: 4 December 1987. (22286) 132136

Main Scale

BRADFORD
CITY OF BRADFORD METROPOLITAN COUNCIL
BELLE VUE BOYS' SCHOOL
Comprehensive Upper School 13-18, 650 on roll 160 in 6th form
An enthusiastic and experienced teacher is required for this 13-18 Boys' School from January 1988. The successful candidate would, ideally be trained in CDT (Engineering bias) but must be able to contribute to the teaching of general CDT, IT and Science. The appointee will form part of the TVEI support team.
Application forms and further details obtainable from the Headteacher, Belle Vue Boys' School, Thorn Lane, Haworth Road, Bradford BD9 6ND, to whom completed forms should be returned by 25th November 1987.
Reference ET/21587/TES.
Bradford is an equal opportunities employer and welcomes applications from candidates of any race, sex, age or disability who meet the job requirements. (22154) 132140

HARROW
EDUCATION COMMITTEE
ROOKS HEATH HIGH SCHOOL
Eastcote Lane, South Harrow, Middx. HA2 9AG
Tel: 01-422 4675
CDT
Enthusiastic teacher required to join a developing department in this popular mixed 12 to 18 comprehensive school. Candidates should be committed to a problem-solving design approach to the subject. The post is available from January but applications from suitable applicants who will not be available until later in the year will be welcomed. All members of staff are expected to take an active part in the school's pastoral programme.
Outer London Allowance Payable.
Application forms from and to be returned to the Headteacher within two weeks of this advert. Please enclose stamped addressed envelope.
Harrow is an equal opportunities employer. (10781) 132140

SECONDARY CRAFT DESIGN & TECHNOLOGY
continued

HEREFORD AND WORCESTER
COUNTY COUNCIL
HAYWOOD HIGH SCHOOL
Stanberrow Road, Hereford HR2 7NG
(Comprehensive - Mixed 11-16 - Roll 825)
TEACHER OF CRAFT, DESIGN AND TECHNOLOGY
Main Scale
A two term, temporary appointment from 1st January, 1988, to teach a programme in Years 2 to 5, with an emphasis towards Design Communication and Woodwork.
Further information and application forms available from the Headteacher. Please enclose a stamped, addressed foolscap envelope. (22393) 132140

HERTFORDSHIRE
BUSHEY HALL SCHOOL
Bushey Hall Road, Bushey, Watford
Required January, or as soon as possible thereafter, an experienced teacher of C.D.T. with the enthusiasm to promote design and realisation courses (LEAG) and to be directly responsible for the organisation of the Woodwork based workshops. An interest in MOTOR VEHICLE studies and a working knowledge of TVEI with CAD/CAM computer aids would be an added advantage. The department makes active use of its terminal on the schools fully distributed network of Nimbus computers. The school is to move in September 1988 to handsome premises in the centre of Bushey which will offer stimulating opportunities to the person appointed. Main Scale + London fringe allowance £309.
Apply by letter to Headmaster giving curriculum vitae and names and addresses of two referees. (22369) 132140

HERTFORDSHIRE
ST JOAN OF ARC RC SCHOOL
High Street, Rickmansworth
Required January/April, Teacher of C.D.T. Main Scale + London fringe allowance £309, to join this successful department. Opportunities to teach GCSE A level TECHNOLOGY and develop GCSE DESIGN AND COMMUNICATIONS courses. St Joans is a TVEI Extension School. Exciting curriculum changes will give the successful applicant invaluable professional experience.
Apply by letter or telephone to Headmaster for further details and application forms (Rick 773881). (41853) 132140

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
EAST KENT AREA
THE ABBEY SCHOOL
London Road, Faversham ME13 8RZ
Required January 1988, teacher on MPG to teach Craft, Design and Technology to all levels within the 11-17 age range at this progressive school. Well equipped Dept., in purpose-built rooms.
Full letter of application to the Head Teacher at the school with CV and details of 2 referees. (41924) 132140

CYNGOR SIR DYFED COUNTY COUNCIL
ST. JOHN LLOYD R.C. COMPREHENSIVE SCHOOL, HAFORD ROAD, LLANELLI.
MAIN PROFESSIONAL GRADE
£7,599-£13,299 + 'B' ALLOWANCE £1,002
Required for 1st January, 1988 or as soon as possible thereafter
HEAD OF ENGLISH DEPARTMENT
An enthusiastic graduate teacher to take over the organisation of a flourishing department in this 11-16 school.
The vacancy arises due to the promotion of the present postholder. The successful applicant will be expected to make a positive contribution to the religious tone and ethos of the school.
Application forms and further details are available on receipt of a stamped addressed envelope from the Headmaster to whom they should be returned by 26th November, 1987.
W. J. Phillips
Director of Education/Cyfarwyddwr Addysg. (51861)

KINGSTON UPON THAMES
ROYAL BOROUGH OF KINGSTON UPON THAMES
BEVERLEY SCHOOL
Blakes Lane, New Malden, Surrey KT3 6NU
Tel: 01-949 1537
No on roll: 1000 boys, 11-18 years; 101 in the 6th Form
For January 1988 an enthusiastic and imaginative teacher of CRAFT, DESIGN and TECHNOLOGY is required to join a large, progressive and successful department. Full range of CDT courses is taught to 'A' Level.
The department enjoys well-equipped multi-media workshops, a technology suite and drawing offices which are about to be refurbished. A positive input into this development and other departmental initiatives is expected.
Main Scale and London Allowance £795.
Application forms are available from the Headmaster at the School to whom completed forms should be returned by Friday 27th November 1987.
An Equal Opportunities Employer. (10728) 132140

MERTON
LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
Merton is an Equal Opportunities Employer
All applications will be considered on their merits
GARTH HIGH SCHOOL
Lilleshall Road, Morden, Surrey SM4 6DU
Tel: 01-648 4904
Head Teacher: Mr R.D. Stoker, B.A.
Age Range: 13-18 years
No. on Roll: 664
TEACHER OF CDT
Required from January, 1988 or Easter.
An informed and enthusiastic Teacher of CDT, capable of innovation, especially in Multi-Media CDT; Design and realization and able to assist in the development of other CDT courses for GCSE.
CLOSING DATE: 4th December, 1987.
Application forms and further particulars of the post are available from the Head Teacher at the above address. Please enclose a stamped addressed envelope. (41936) 132140

OXFORDSHIRE
COUNTY COUNCIL
MATTHEW ARNOLD SCHOOL
Arnolds Way, Oxford OX2 9JE
Mixed 11-18 comprehensive with approx. 830 pupils on the outskirts of Oxford
Required for January 1988 a C.D.T. Teacher with emphasis on Technology to work with a progressive team. Main salary scale.
Application forms available from the Headteacher S.A.E. please.
An Equal Opportunity Employer. (22326) 132140

SUFFOLK
COUNTY COUNCIL
STRADBROKE HIGH SCHOOL
Stradbroke, Eye IP21 5JN
11-16; Roll 361
Required from January 1988 or as soon as possible thereafter, a permanent or temporary teacher of DESIGN COMMUNICATION, for a progressive C.D.T. Design Department with good drawing facilities.
Application forms and further details available from the Headteacher of the School concerned (s.a.e. please) to whom they should be returned by 30th November 1987. (41881) 132140

SUNDERLAND
BOROUGH OF SUNDERLAND
EDUCATION DEPARTMENT
HETTON SCHOOL
North Road, Houghton Le Spring DH5 9JZ
(Group 10)
Required for January, 1988, or as soon as possible thereafter:-
TEACHER OF CRAFT, DESIGN AND TECHNOLOGY (MAIN SCALE) on a temporary basis for one year in the first instance, to teach all aspects of C.D.T. in this 11-16 comprehensive school which is committed to N.E.A. syllabuses.
Application forms are obtainable from the headteacher at the school, on receipt of a stamped addressed foolscap envelope, to be returned by 27th November, 1987. (47042) 132140

Economics & Business Studies

Main Scale Incentive B

BUCKINGHAMSHIRE
COUNTY COUNCIL
THE LADY VERNEY HIGH SCHOOL
Benjamin Road, High Wycombe HP10 9HD
Headteacher: Mrs. V. Benjamin
NOR: 527
Required for January 1988 or as soon as possible thereafter a suitably qualified and experienced teacher to be responsible for the teaching of Business Studies and Economics in the school to GCSE and A level. Ability to offer GCSE Sociology would be an advantage.
Application forms and further details available from the Headmistress. Closing date 27th November, 1987.
In approved cases, the County Council offers a substantial housing and relocation package. (47209) 132236

Main Scale Incentive A

HERTFORDSHIRE
THE LEVENTHORPE SCHOOL
Cambridge Road, Sawbridgeworth, Herts. CM21 9BY
Applications are invited from well qualified teachers for the post of Head of Business Education (A allowance) from January 1988.
The school's five form entry co-educational all-ability school pleasantly situated on the Herts/Essex border and attracts the London Fringe Allowance.
A very well equipped suite of rooms will shortly be available and the department will play a large role in TVEI extension form September 1988.
Letters of application should be sent as soon as possible to the Headmaster at the school and include a curriculum vitae and the names and addresses of two referees.
The Authority operates a generous recruitment incentive scheme. (41864) 132238

Main Scale

BARNET
LONDON BOROUGH
ST MARY'S C.E. SCHOOL
Downage, Hendon, London NW4 1AB
Tel: 01-203 2827
V.A. mixed comprehensive
Roll 898 Sixth Form 115
Required April 1988, or earlier if possible, teacher of BUSINESS STUDIES and Economics. The post would suit a new entrant to the profession seeking to work in an energetic and go ahead department. The well resourced department offers a wide range of courses including RSA, Pitmans, GCSE and 'A' level and also contributes to our CPVE programme.
Removal expenses and separation allowances available.
Application forms and further details are obtainable from the Head Teacher at the School (S.A.E.).
Director of Educational Services. (10763) 132240

BIRMINGHAM
CITY COUNCIL
EDUCATION DEPARTMENT
MAIN SCALE
Temporary teacher of Business Studies able to offer subject from the Business Studies/Secretarial Skills area.
SIR WILFRID MARTINEAU
Gressel Lane, Tile Cross, Birmingham B33 9UE
Tel: 021-779 2011
Application forms and further details can be obtained from Head Teacher.
Closing date - 27 November 1987.
The City Council welcomes applications from all sections of the community irrespective of race; colour, gender, sexuality or disability. (22283) 132240

CAMBRIDGESHIRE
COUNTY COUNCIL
(An Equal Opportunity Employer)
CITY OF ELY COMMUNITY COLLEGE
Downham Road, Ely, Cambs. CB6 2SH
TEACHER OF ECONOMICS AND BUSINESS STUDIES (Main Scale)
Required from 1st April, 1988, or earlier if possible to teach across the 14-18 age range.
Application forms and further details from the Principal (SAE please). (22287) 132240

CHESHIRE
EDUCATION COMMITTEE
VERDIN HIGH SCHOOL
Grange Lane, Winsford, Cheshire CW7 2BT
Mixed Comprehensive School, 11 to 8 years 950 on roll
REQUIRED FOR EASTER OR SEPTEMBER 1988.
TEACHER OF ECONOMICS (MAIN PROFESSIONAL GRADE).
Economics graduate required to teach G.C.S.E. and 'A' level candidates.
Details and application form available from the Head Teacher at the school.
CLOSING DATE: Monday 30th November. (47021) 132240

DUDLEY
METROPOLITAN BOROUGH
Equal Opportunities Employer
HIGH ARCAL SCHOOL
High Arcal Drive, Dudley, West Midlands DY3 1BP
(12-18 co-ed. comp. Group 11)
Required January, 1988 for two terms TEACHER of ECONOMICS and BUSINESS STUDIES (Main Scale).
Interested applicants should contact Headteacher IMMEDIATELY (Sedgley 3887/73956) for application forms and details. (22271) 132240

HAMPSHIRE
BRUNE PARK SCHOOL
Military Road, Gosport, Hants. PO12 3BU
11-16 mixed comprehensive - 1300 on roll
Required January 1988.
Main Professional Grade teacher of Business and Information Studies to teach Business and Information Studies as well as typing.
Applications in writing with full curriculum vitae, names/addresses of two educational referees to Headteacher, s.a.e. please, as soon as possible.
The County Council pursues a policy of equality of opportunity. Applications particularly welcome from people with disabilities. (15484) 132240

HERTFORDSHIRE
BUSHEY HALL SCHOOL
Bushey Hall Road, Bushey, Watford
Required January or as soon as possible thereafter, a lively and enthusiastic teacher to join the BUSINESS EDUCATION department to teach the general range of office practice.
Main Scale + London fringe allowance £309.
The school is moving in 1988 to new premises in the centre of Bushey, with a purpose built suite for Business Education. The post offers exciting possibilities in TVEI.
Apply by letter to Headmaster giving curriculum vitae and names and addresses of two referees. (22368) 132240

HERTFORDSHIRE
WATFORD BOYS GRAMMAR SCHOOL
Rickmansworth Road, Watford WD1 7JF
Roll: 1070 boys, 250 in 6th form
Required January, well qualified teacher of ECONOMICS. With well over 100 A level candidates this post offers an outstanding opportunity, possibility of an incentive allowance and rapid promotion, together with accommodation or relocation allowance £4,000 +.
Apply with full details of qualifications, interest and the names of two referees to Headmaster. (10727) 132240

KINGSTON UPON THAMES
ROYAL BOROUGH OF KINGSTON UPON THAMES
FLEETWOOD SCHOOL
Garrison Lane, Chessington, Surrey KT9 2JS
Tel: 01-397 3140
No on roll: 450 co-ed, 11-19 years
Required for January 1st, 1988, a teacher for a Business Information Services Course, according to the Hampshire Scheme, which is part of the TVEI curriculum. A knowledge of Information Technology is required in addition to a training in Business Studies and Economics. The course is preparing for the GCSE examination in Business Information Services with a dual certificate. A knowledge of Typing, although not essential, would be a useful asset. It is the intention to develop a Modular Course in this subject.
Main Scale, and London Allowance £795.
Application forms are available from the Head Teacher at the School (sae please) to whom completed forms should be returned by 27 November 1987.
An Equal Opportunities Employer. (10539) 132240

SANDWELL
METROPOLITAN BOROUGH COUNCIL
GEORGE SALTER HIGH SCHOOL
(11-16 Comprehensive)
Required for Easter 1988 or as soon as possible thereafter.
BUSINESS STUDIES - Main Scale.
Application form and further details available from and returnable to the Head Teacher, Claypit Lane, West Bromwich, West Midlands. (Tel: 021-553 4665). Closing date 4th December 1987.
An equal opportunity employer.
Canvassing of members of the Authority will disqualify. (10703) 132240

SURREY
EDUCATION COMMITTEE
BISHOP WAND C/E (AIDED) SECONDARY SCHOOL
Layton's Lane, Sunbury, Middlesex TW16 6LT
11 - 18 Mixed Comp. 600 on roll including 90 in Sixth Form
Required for Spring and Summer terms a temporary teacher of ECONOMICS and BUSINESS STUDIES. Popular GCSE courses in Business and Information Studies (team taught and double-certificated) and Business Studies, and large A/Level Economics sets. Candidates should telephone the Headteacher in the first instance. (41862) 132240

WILTSHIRE
UPPER AVON SCHOOL
Durrington, Salisbury SP4 8HN
N.O.R. 800. Mixed 11-18 (93 in Sixth Form)
Teacher of ECONOMICS required for GCSE and 'A' Level, Main grade scale, fixed contract, two terms in the first instant. The teacher appointed will also be expected to contribute to Humanities teaching in Years 1-3.
Applications should be made by letter to the Headmaster by return, quoting the names of two referees. The closing date is 20 November, 1987.
Wiltshire is an Equal Opportunity Employer. (22141) 132240

Metro Rochdale
A LOCAL COUNCIL–BUILDING A FUTURE

VICE-PRINCIPAL
ROCHDALE TECHNICAL COLLEGE,
ST. MARY'S GATE, ROCHDALE
Group 4/5 College. Salary within the scales £18,024-£19,125 for Group 4 and £19,431-£20,532 for Group 5.
Applications are invited from appropriately qualified and experienced persons.
Applicants should have had wide professional and/or industrial experience together with extensive teaching experience in a major educational institution and possess the personal qualities necessary to develop vocational education and training through the College.
The Authority is committed to tertiary education and is planning to reorganise 16+ education in the Authority into a single tertiary college by 1990/1991 and previous applicants will be automatically reconsidered.
Application forms available for the above post on receipt of a SAE from the Chief Education Officer, PO Box 70, Municipal Offices, Smith Street, Rochdale OL16 1YD to whom they should be returned by 18 November 1987.

MAIN SCALE
HOLY FAMILY RC PRIMARY SCHOOL (4-10 YRS)
GREAT GATES ROAD, ROCHDALE OL11 2DA (Tel. Rochdale 40480)
Required for 1 January 1988, or as soon as possible thereafter, an experienced Catholic teacher who is able to offer either or both of the following.
Experience of working with children who have special educational needs; experience of working with children in the early school years.
CTC would be an advantage.
This is a readvertisement and previous applicants will be automatically reconsidered.
Completed application forms to be returned to the Chairman of Governors, c/o the school not later than 30 November 1987.

MAIN SCALE – SECOND YEAR INFANTS
HOLY TRINITY CE PRIMARY SCHOOL (4-11 YRS)
VICTORIA STREET, LITTLEBOROUGH, OL15 9DB (Tel. Littleborough 78061)
Required as soon as possible.
Applicants should state their curriculum interests. Only a committed Christian will be appointed.
Application forms available for the above 2 posts on receipt of a SAE from the Chief Education Officer, PO Box 70, Municipal Office, Smith Street, Rochdale OL16 1YD to be returned to the Head Teacher at the respective schools (unless stated otherwise) not later than 23 November 1987.

MAIN SCALE PLUS ALLOWANCE B
RYDINGS SCHOOL,
GREAT HOWARTH, WARDLE ROAD, ROCHDALE OL12 9HT (Tel. Rochdale 57993)
To be responsible for the implementation of the CDT curriculum throughout the school. The post will be appreciated by a person who believes in the fostering of practical skills in all areas of the school and community. Further details available.
Application forms available for the above post on receipt of a SAE from the Head Teacher at the school to whom they should be returned by 23 November 1987.

MAIN SCALE – URDU
ENGLISH LANGUAGE SUPPORT SERVICE,
FIELDHOUSE SCHOOL,
GREENBANK ROAD, ROCHDALE OL12 0HZ (Tel. Rochdale 47078)
Required from January 1988 to join the Community Language Team. The post is only available to teachers with qualified teacher status.
Application forms available for the above post on receipt of a SAE from the Chief Education Officer, PO Box 70, Municipal Offices, Smith Street, Rochdale OL16 1YD to be returned to the Head of Service not later than 23 November 1987.
(51144)
STRIVING FOR EQUAL OPPORTUNITIES

English

Main Scale Incentive D

ESSEX
DAVENANT FOUNDATION SCHOOL
Chester Road, Loughton, Essex IG10 2LD
(Voluntary Aided, 8-form entry, coeducational comprehensive 175 in Sixth Form)
Required For April or September a well qualified and experienced graduate to be Head of English (Main Scale and Allowance D plus London Fringe Allowance).
Applicants should have proven teaching skills across the 11-18 age range.
Application forms and further details are available from the Headmaster at the School. (22697) 132432

Main Scale Incentive B

BARKING AND DAGENHAM
LONDON BOROUGH OF BARKING AND DAGENHAM
ROBERT CLACK COMPREHENSIVE SCHOOL
Gosfield Road, Dagenham, Essex
(Roll 1,450)
Required for April 1988, or earlier if possible, a Second-in-Charge (Allowance B) of a large, friendly and forward thinking English Department. Courses currently offered by the Deppartment include Drama, Library Skills, G.C.S.E. English and English Literature 100% CW, GCSE (M) 100% CW, and 'A' level English Literature.
The person appointed will be a good honours graduate and a classroom teacher of proven ability. A commitment to mixed ability teaching throughout years 1 to 5 is essential as is the vision and energy to make a positive contribution to the process of change.
Of particular interest to the Department at present are issues such as assessment, oral communication, classroom management of open learning situations and study skills. An interest in any or all of these areas would be useful.
£1,215 per annum Inner London Allowance is payable.
Reimbursement of removal expenses in approved cases.
Application forms available from the Head Teacher (s.a.e.) returnable as soon as possible.
An equal opportunity employer. (41012) 132436

SECONDARY ENGLISH
continued

HEREFORD AND WORCESTER
COUNTY COUNCIL
HARRY CHESHIRE HIGH SCHOOL
Habberley Road, Kidderminster, Worcs. DY11 5PQ
SECOND IN ENGLISH DEPT.
Main Scale + Incentive Allowance B
Required from Easter or September 1988, a Teacher to be 2nd in English Department and to teach Media Studies.
Application forms and further details are available from the Headteacher (S.A.E. please).
(22394) 132436

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
NORTH WEST KENT AREA
ST JOHN'S R.C. COMPREHENSIVE SCHOOL
Rochester Road, Gravesend, Kent DA12 2JW
Required for start of Summer Term 1988 or earlier if possible a well qualified and experienced teacher of English to be Second in Department Incentive Allowance B. The successful candidate, as well as teaching across the age and ability range, will be eager to make a vigorous contribution to the organisation and development of the department.
Apply by letter (no forms), enclosing full c.v. and names/addresses of two referees to Canon E. Mundy, Chairman of Governors, at the School by Friday 27th November 1987.
Further information from the school.
Possibility of help with temporary housing in approved cases. (41923) 132436

NEWCASTLE UPON TYNE
CITY OF NEWCASTLE UPON TYNE
EDUCATION COMMITTEE
HEATON MANOR SCHOOL
SECOND IN ENGLISH
(Main Scale Plus 'B' Allowance)
Required from Easter, 1988 a suitably qualified and experienced teacher to be second in the English Department of the above School.
Application forms from and returnable to the Head Teacher, Heaton Manor School, Jesmond Park West, Newcastle upon Tyne NE7 7DP by Friday, 27th November 1987.
(41888) 132436

NORFOLK
COUNTY COUNCIL
EDUCATION DEPARTMENT
BROADLAND HIGH SCHOOL
Tunstead Road, Hoveton, Norwich NR12 8QN
GROUP 9 NOR 540 11-16 all ability mixed
Required for April 1988, Head of English main scale pluis Incentive B.
Application forms and further details (s.a.e. please) from the Head Teacher, Mr G. Scott, at the School. Closing date 30 November 1987.
(41802) 132436

SOUTH GLAMORGAN
COUNTY COUNCIL
RUMNEY HIGH SCHOOL
Cardiff
(11 - 18 Comprehensive 7 Form Entry)
ENGLISH: MAIN SCALE + ALLOWANCE B
Required for April 1988 or earlier if possible, an experienced honours graduate to be second in the department. The department operates 100% continuous assessment courses in Mode 3 GCSE in language and literature. Vacancy due to the promotion of the present post holder.
Application forms may be obtained on receipt of a stamped addressed foolscap envelope from the Director of Education, Education Offices, Kingsway, Cardiff CF1 4JG, to whom applications should be returned within 10 days of the appearance of this advertisement.
Applications are welcomed from suitably qualified people regardless of their sex, marital status, race, religion, colour or disability.
(22350) 132436

Main Scale

AVON COUNTY
BRISLINGTON SCHOOL
Hungerford Road, Bristol BS4 5EY
Required from 1 January 1988, a teacher of English to join a large, lively department. The timetable to include work with a remedial English class.
Fixed term contract to 31st August 1988.
Letters of application to the Headteacher giving full c.v., names of 2 referees and enclosing a stamped addressed envelope.
Closing date: 30 November 1987.
Avon as an Equal Opportunities Employer considers applicants on their suitability for the post regardless of sex, race, disability or sexual orientation. (15576) 132440

Lancashire County Council
An Equal Opportunities Employer welcoming applications from all sections of the community.
Unless otherwise stated the following are required for the 1st May, 1988, and the closing date is 26th November, 1987.
Application forms from/returnable to the Head Teacher at the School, unless otherwise stated. (SAE please).

COUNTY SECONDARY SCHOOLS

MORECAMBE AND HEYSHAM MORECAMBE COUNTY HIGH
Dallam Avenue, Morecambe (1,410 on Roll)
Required 1st January, 1988, or as soon as possible.
FACULTY DIRECTOR OF ARTS —
MAIN SCALE + INCENTIVE ALLOWANCE D

NELSON WALTON COUNTY HIGH
Oxford Road, Nelson. (819 on Roll)
Required 1st May, 1988 or as soon as possible.
ASSISTANT HEAD OF SCIENCE —
MAIN SCALE + INCENTIVE ALLOWANCE B.
Physics Specialist preferred.
Application forms from/returnable to District Education Office, Market Street, Nelson.

COLNE PRIMET COUNTY HIGH
Dent Street, Colne (721 on Roll).
ESL CO-ORDINATOR (SECTION 11) —
MAIN SCALE

HASLINGDEN COUNTY HIGH
Broadway, Haslingden, Rossendale. (1,300 on Roll)
Required as soon as possible.
TEMPORARY POST TO SUPPORT STATEMENTED CHILDREN —
MAIN SCALE
Possibility of permanency later. Will also work in Alder Grange CS and Haslingden St Mary's RC School.
Application forms from/returnable to District Education Office, 1 Grange Street, Rawtenstall, Rossendale.

WHITWORTH COUNTY HIGH
Hall Fold, Whitworth, Rochdale (331 on Roll)
RE THROUGHOUT THE SCHOOL TO GCSE —
MAIN SCALE
Subsidiary English an advantage.

VOLUNTARY AIDED SECONDARY SCHOOL
In which the Governors are the Employers

POULTON-LE-FYLDE BAINES HIGH (AIDED)
Highcross Road, Poulton-le-Fylde (800 on roll — 130 Sixth Form)
DEPUTY HEAD TEACHER —
GROUP 10
Application forms available from/returnable to Clerk to the Governors, at the above school. (50657)

BEDFORDSHIRE
Education Service
MARK RUTHERFORD UPPER SCHOOL
Wentworth Drive, Bedford MK41 8PX
Tel: Bedford (0234) 64541
Required for January 1988 a Full-Teacher of English, time, Mainscale, initially for the spring term 1988 only.
An ability to offer some French would be an added recommendation.
Application forms and further details from the Headmaster, SAE please.
Bedfordshire is an Equal Opportunity Employer.
(47213) 132440

BRADFORD
CITY OF BRADFORD METROPOLITAN COUNCIL
QUEENSBURY SCHOOL
Mixed 13-18 Comprehensive - 675 pupils on roll
Required for Easter 1988, at this school serving the village of Queensbury, five miles from the centre of the City. A suitably qualified teacher of English to join a lively and committed department. The person appointed will be expected to teach across the ability and age range, including 'A' level. The ability to also play an active role in the department's development of Drama, Media Studies and Information Technology will be an advantage.
This is a permanent, full-time post (Main Professional Grade).
Further particulars and application forms (sae please) may be obtained from Mr K.F. Briggs, Headteacher, Queensbury School, Deanstones Lane, Queensbury, Bradford BD13 2AS to whom completed forms should be returned by 27th November 1987.
Reference ET/22387/TES.
Bradford is an equal opportunities employer and welcomes applications from candidates of any race, sex, age or disability, unless otherwise stated.
(22158) 132440

BRADFORD
CITY OF BRADFORD METROPOLITAN COUNCIL
ILKLEY GRAMMAR SCHOOL
Required for January 1988 or as soon as possible afterwards a qualified English teacher (Main Scale) to join an energetic and successful department. The post will involve teaching across the age and ability range and could for a suitable candidate include 'A' level work.
This is a 13-18 co-educational comprehensive upper school set in the picturesque Wharfe Valley and serving the communities of Ilkley, Addingham and Burley.
Further details and application forms may be obtained from the Headteacher, Ilkley Grammar School, Cowpasture Road, Ilkley, West Yorkshire to whom completed forms should be returned by 25 November 1987.
Reference ET/20487/TES.
Bradford is an equal opportunities employer and welcomes applications from candidates of any race, sex, age or disbility who meet the job requirements.
(22156) 132440

BROMLEY
RAVENS WOOD SCHOOL
Oakley Road, Bromley BR2 8HP
Tel: 0689 56050
For January, an assistant teacher of English. An incentive allowance A may well be available for this post in the near future. You will be required to cover the full ability range from first to fifth year boys. The school is an 11-18 comprehensive, involved in the TVEI pilot scheme and it has established links at sixth form level with a local girls' school.
Details/Application forms from and returnable to the Head Teacher (large sae) by 24th November 1987.
(41905) 132440

CAMBRIDGESHIRE
COUNTY COUNCIL
(An Equal Opportunity Employer)
WITCHFORD VILLAGE COLLEGE
Manor Road, Witchford, Ely, Cambs, CB6 2JA
Required for January, a Teacher of ENGLISH (Main Scale) in this mixed 11-16 Comprehensive Community College 3 miles from Ely (roll 570).
Apply as soon as possible by sending full c.v. and names and addresses of two referees to the Warden. (41804) 132440

EAST SUSSEX
PORTSLADE COMMUNITY COLLEGE
Chalky Road, Portslade BN4 2WS
Comprehensive mixed: 11-18. Roll: 1110
From January 1988 or as soon as possible a Teacher of English and Drama on Main Scale.
To assist with the teaching of Drama in the Performing Arts in the Lower School, and examination classes in English.
Relocation grants in approved cases. [illegible] returnable to the Principal [illegible]

ENFIELD
LONDON BOROUGH OF ENFIELD
SALISBURY SCHOOL
Cuckoo Hall Lane, London N9 8DR
Roll 940
Required January 1988, teacher of ENGLISH, to teach across the ability and age range. The English Department has been developing the syllabus towards G.C.S.E. methodology and is involved in curriculum development and multi-cultural initiatives.
Applications are equally welcome from those with teaching experience and candidates seeking a first appointment. Salisbury is a popular choice amongst parents selecting a secondary school for their children. The school is close to Green Belt amenities and is only a short distance from the M25 motorway.
London Allowance, £795.
Application forms (large SAE) obtainable from the Headmaster, to whom they should be returned as soon as possible.
An equal opportunity employer. (47078) 132440

ESSEX
NEW HALL SCHOOL
Boreham, Chelmsford CM3 3HT
Required for September 1988, a teacher of English and Drama to teach in a department with a proven record of achievement in public examinations.
The post would suit an experienced teacher of English at all levels, who could offer to undertake some administrative work within the department in return for a responsibility allowance.
A letter of application and full curriculum vitae should be sent to the Headmistress' Secretary at the above address, from whom further details may be obtained.
Closing date, Monday, 1st December 1987.
(22387) 132440

ESSEX
BOSWELLS SCHOOL
Burnham Road, Springfield, Chelmsford
Tel: Chelmsford 264451
(Roll 1373)
TEACHER OF ENGLISH - MAIN SCALE
Required January 1988.
Permanent or temporary for one or two terms. Excellent and lively Department.
Letters of application and c.v. to Headteacher by 29th November 1987.

ST. CLERE'S COMPREHENSIVE
Butts Lane, Stanford-le-Hope
Tel: SLH 641001
(Roll 881) 11-16 - 6F.E.
TEACHER OF ENGLISH - MAIN SCALE - Outer London Allowance
Required January 1988.
A lively and enthusiastic teacher of English to join an excellent department. To teach all ages up to G.C.S.E. The school is heavily oversubscribed.
Letters of application to Headmaster with curriculum vitae, names and addresses of two referees. (41933) 132440

HERTFORDSHIRE
THE JOHN HENRY NEWMAN SCHOOL
Hitchin Road, Stevenage, Herts. SG1 4AE
Tel: 314643
Mixed 11-18 years.
Comprehensive. Roll: 1022.
Sixth Form: 159
Required January or as soon as possible thereafter a teacher of English able to teach throughout the age and ability range of the school. Courses lead to GCSE, RSA, City and Guilds and A-level. Currently 60 students study A-level English.
Applicants, as well as having the necessary qualifications and experience, should be sympathetic to the ethos of this Catholic school.
Letters of application, c.v. and the names of two referees should be sent to the Headmaster without delay. Ref: TES.
Generous relocation allowances and mortgage subsidy payable in approved cases.
(10725) 132440

HERTFORDSHIRE
QUEENS SCHOOL
Aldenham Road, Bushey, Watford
Required January or April, teacher for ENGLISH to GCSE level in a successful and innovative department. Main Scale + London fringe allowance £309. Assistance with relocation expenses may be given.
Apply by letter to Headmaster giving curriculum vitae and names and addresses of two referees. (41874) 132440

ISLE OF WIGHT
COUNTY COUNCIL
RYDE HIGH SCHOOL
Pell Lane, Ryde, I.W. PO33 3LN
Age range 13-18 years
1,000 on roll
Group 11
Required for January 1988, TEACHER OF ENGLISH (Main Scale) to teach the subject up to and including 'A' level. This is a large and successful department. The appointment is temporary to cover a member of staff on maternity leave.
Application forms available from the County Education Officer, County Hall, Newport, I.W. PO30 1UD, to whom [illegible]

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
NORTH WEST KENT AREA
ST JOHN'S R.C. COMPREHENSIVE SCHOOL
Rochester Road, Gravesend, Kent DA12 2JW
Required January 1988 if possible, teacher of English, Main Grade.
The Governors seek to appoint a well qualified teacher to teach across the ability range and to GCSE level at least.
Apply by letter (no forms), enclosing full c.v. and names/addresses of two referees to Canon E. Mundy, Chairman of Governors, at the School by Friday 28th November 1987.
Further information from the school.
Possibility of help with temporary housing in approved cases. (41922) 132440

KIRKLEES
METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATIONAL SERVICES
ALL SAINTS RC HIGH SCHOOL
Bradley Road, Huddersfield HD2 2JT
Voluntary Aided. 1125 Pupils. 11-18 Years
Ref. 1128
Required from January 1988 for two terms only, a temporary teacher of ENGLISH in this Roman Catholic High School.
Salary will be paid in accordance with the Teachers Pay and Conditions Act 1987 on the main scale.

HOWDEN CLOUGH HIGH SCHOOL
Windmill Lane, Batley, W. Yorks. WF17 0LD
Ref. 1129
Required from January 1988 for two terms only, a suitably experienced teacher of ENGLISH to teach the subject up to and including GCSE level in this 11-18 Girls' Comprehensive School.
Salary will be paid in accordance with the Teachers Pay and Conditions Act 1987 on the main scale.
Application forms and further details (SAFE please) from the Headteacher at the school to whom completed forms should be returned within 14 days of this advertisement.
Kirklees operates an Equal Opportunities policy, full details of which will be supplied to all applicants.
(22170) 132440

NEWHAM
LONDON BOROUGH OF NEWHAM
An Equal Opportunity Authority
LANGDON SCHOOL
Sussex Road, London E6 2PS
Head Teacher: Mrs P.A. Kaye
Number on roll: 1650
ENGLISH TEACHER
Required January 1988/AS SOON AS POSSIBLE.
An energetic and well qualified teacher of English is required to teach in a large, well resourced English Department. The successful candidate will have the opportunity to teach the full range and work with a supportive team of teachers.
LONDON ALLOWANCE £1,218.
Application forms/further particulars (s.a.e. please) available from The Head Teacher to whom completed forms should be returned by 24.11.87.
Director of Education, Education Offices, 379/383 High Street, Stratford E15 4RD. (22266) 132440

OXFORDSHIRE
COUNTY COUNCIL
WHEATLEY PARK SCHOOL
Holton, Oxford OX9 1QH
Tel: Wheatley 2441
Comprehensive 11 - 18
1200 on roll
Required for January 1988 a teacher of English and Drama in Years 1 - 5. The timetable will include a large commitment of 100% coursework - assessed groups in Yrs 4 and 5.
The English Department operates the NEA B Syllabus in English and in Literature.
This is a temporary appointment for two terms.
Apply to the Head (enclosing S.A.E.) at the school as soon as possible for application form and further details.
An Equal Opportunity Employer. (47208) 132440

POWYS
COUNTY COUNCIL
EDUCATION DEPARTMENT
GWERNYFED HIGH SCHOOL
Tel: Glasbury 445
Mixed, rural Comprehensive, 520 on roll
Required for January, 1988, or as soon as possible thereafter a suitably qualified and experienced Teacher of ENGLISH to teach throughout the School up to and including 'A' level. Ability to offer Junior History an advantage. Main Scale. (Ref: 474).
Application forms and further particulars can be obtained from the Headteacher, Gwernyfed High School, Three Cocks, Brecon, Powys to whom completed forms should be returned by 4th December, 1987.
The County Council pursues a policy of equality of opportunity. (47051) 132440

POWYS
COUNTY COUNCIL
EDUCATION DEPARTMENT
BUILTH WELLS HIGH SCHOOL
Required for January, 1988 or as soon as possible thereafter a teacher of English up to 'A' level (Main Professional Grade) (Ref: 478).
Application forms and further details obtainable from the Headteacher, Builth High School, North Road, Builth Wells, Powys LD2 [illegible] to whom completed forms should be returned by [illegible] November, 1987.
The County Council pursues a policy of equality of opportunity. (47047) [illegible]

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES
(An Equal Opportunity Employer)
GREY COURT SCHOOL
Ham Street, Ham, Richmond, Surrey TW10 7HN
Tel: 01-948 1173
(11-16 Comprehensive, Mixed)
Required for January 1988 or as soon as possible thereafter, a teacher of ENGLISH (Main Professional Grade plus £795 Outer London Allowance). The successful applicant will teach English Language and Literature throughout the school. An ability to teach drama would be an advantage.
Applicants should telephone the school for further details, application forms and an opportunity to visit the school.
(22297) [illegible]

SURREY
ST TERESA'S R.C. (AIDED) SECONDARY SCHOOL
The Ridings, Green Street, Sunbury-on-Thames, Middlesex TW16 6NX
12 - 16 Girl's only. 16-[illegible] Mixed Sixth Form. [illegible]
Required for January 1988 temporary teacher of ENGLISH to teach up to GCSE. Interest in Drama would be an advantage though not essential.
Further details from the Headteacher. Tel: [illegible] 783811. (41857) [illegible]

WEST SUSSEX
ENGLISH TEACHER
WARDEN PARK SCHOOL
Cuckfield
Salary: Main Scale
Required for January 1988 enthusiastic, well qualified teacher of English to join successful department. The person appointed will be expected to teach the full range ability up to G.C.S.E. There is plenty of scope for candidates interested in Drama or Magazine production.
Application forms and further details available from the Headteacher, Warden Park School, Broad Street, Cuckfield, West Sussex RH17 [illegible] (s.a.e. please).
(15462) [illegible]

WILTSHIRE
DEVIZES SCHOOL
(11 - 18 mixed comprehensive: 1300 on roll)
Headmaster: D.J.W. Williams, M.A.
Required for January 1988, as a result of maternity leave, a temporary teacher of ENGLISH to teach the subject up to GCSE and A-level. Applicants should be prepared to participate fully in the school's social education programme.
The school serves an attractive market town and the surrounding area, within easy reach of Bath, Bristol, Salisbury and [illegible]ford.
Further details and forms can be obtained from the Headmaster (REF: ENL...), The Devizes School, The Green, Devizes (please enclose s.a.e.). Completed forms and a letter of application should be returned by Friday, November 27.
It should be noted that Wiltshire is an Equal Opportunity Employer.
(22378)

WILTSHIRE
THE JOHN OF GAUNT SCHOOL
Wingfield Road, Trowbridge, Wiltshire
(1200 pupils 11-18 mixed comprehensive school)
Headmaster: K.D. Berry, J.P., B.A., F.R.S.A.
Required for January 1988 a full-time teacher of English. Main Scale. This post may be either temporary for one or two terms, or permanent. Teaching would be across the full age and ability range, with 'A' level teaching a possibility for a candidate seeking a permanent post.
Application forms together with further details, are available from the Headmaster at the school (large s.a.e. please) to be returned to him not later than [illegible] November.
Wiltshire is an equal opportunities employer. [illegible]

Environmental Studies

Main Scale Incentive D

BIRMINGHAM
CITY COUNCIL
EDUCATION DEPARTMENT
CHAPMANS HILL SCHOOL FARM
Romsley, Halesowen, West Midlands B62 0HE
MAIN SCALE + D ALLOWANCE
An experienced teacher with an interest in environmental education with particular reference to farming, required as soon as possible. The farm is visited by pupils in the Junior/Middle school age range. Further details and application forms should be obtained from the Director of Education, Schools South Area, Education Department, Margaret Street, Birmingham B3 3BU. Tel: 021-235 2574.
Closing date 27th November 1987.
The City Council welcomes applications from all sections of the community irrespective of race, colour, gender, sexuality or disability. (22281) 132532

Geography

Main Scale Incentive B

BARNET
LONDON BOROUGH
EDGWARE COMPREHENSIVE SCHOOL
Green Lane, Edgware, Middx. HA8 8BT
Tel: 01-958 5310
Mixed 11-18. Roll 791. Sixth Form 90
Required April 1988, or earlier if possible, a GEOGRAPHY graduate to teach Geography up to 'A' level standard in this TVEI school. The post carries an incentive allowance of £1,002 p.a. (B). The person appointed will also be required to develop and co-ordinate media resources throughout the school and be responsible for the organisation and leadership of CCross Curricular teaching from the 4th year upwards. This is an interesting and challenging post.
Removal expenses and separation allowances available.
Further details and application forms are available from the Headteacher. Please enclose s.a.e. (10769) 132636

Main Scale

BEDFORDSHIRE
EDUCATION SERVICE
THE SAMUEL WHITBREAD UPPER SCHOOL
Shefford Road, Clifton, Shefford, Bedfordshire SG17 5RF
Tel: Hitchin 813798
Required for January 1988, a full-time, main Scale, Teacher of Geography, with opportunity for A-Level work.
This post is temporary to 31st August 1988 with a possibility of a permanent appointment from September 1988.
Application forms and further details from the Headmaster, SAE please.
Bedfordshire is an Equal Opportunities Employer.
(47060) 132640

ENFIELD
LONDON BOROUGH OF ENFIELD
WINCHMORE SCHOOL
Laburnum Grove, London N21 3HS
Roll: 130
Required January 1988, temporary teacher of GEOGRAPHY to cover maternity leave. (Main Scale). Teaching is predominantly in the Upper School, although this could be negotiated.
London Allowance, £795.
Application forms and further details (large SAE) obtainable from the Headteacher, to whom they should be returned by 27th November 1987.
An equal opportunity employer. (10752) 132640

ESSEX
BOSWELLS SCHOOL
Burnham Road, Springfield, Chelmsford
Tel: Chelmsford 264451
(Roll 1373)
TEACHER OF GOEGRAPHY - MAIN SCALE
Required January 1988.
Temporary for one or two terms. Good facilities and pupil involvement.
Letters of application and c.v. to Headteacher by 29th November 1987.

GRAYS SCHOOL
Hathaway Road, Grays RM17 5LL
Tel: 0375 371361
(Roll 910)
(11-16 Mixed Comprehensive)
GEOGRAPHY Main Scale
Required January 1988 or sooner, if possible.
For the complete ability and age range.
Ability to offer some R.E. and/or special needs teaching an advantage.
London Fringe and Social Priority payable.
Apply by letter (s.a.e.) to Headteacher. (41832) 132640

HILLINGDON
LONDON BOROUGH OF HILLINGDON
HARLINGTON SCHOOL
Pinkwell Lane, Hayes, Middlesex UB3 1PB
Number on roll: 870, 107 in Sixth Form
Headteacher: T.B. McCulley, M.A.
Required for January, a full-time teacher of GEOGRAPHY. Geography is a popular subject up to and include G.C.E. Advanced level. In addition to external examination commitments (GCSE, GYSL and 'A' London), the successful candidate will be a member of the Integrated Humanities Team in Year One and Two.
Please apply in first instance by letter to the Head of School stating the names and addresses of two referees. Closing date: 30.11.87.
Outer London Allowance Payable. (10712) 132640

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
NORTH WEST KENT AREA
NORTHFLEET SCHOOL FOR BOYS
Collier Road, Northfleet, Kent DA11 8AQ
Teacher of Geography required for Easter, or January if possible at this Thames Side High School of 920 boys. The department is very well organised and has a developmental approach.
Letters of application, including CV's and referees to the Headmaster, Mr J.M.B. Haffett, M.A., who will provide further details on receipt of an sae. Please indicate any other subject you would be able to teach. Closing date: 27th November 1987.

MID KENT AREA
THE ASTOR OF HEVER SCHOOL
Oakwood Road, Maidstone ME16 8AE
Tel: 0622 52490
January 1988, Teacher of Geography temporary for two terms.
Apply to Headteacher stating any relevant experience and any other subjects or areas of interest. (41921) 132640

NEWCASTLE UPON TYNE
CITY OF NEWCASTLE UPON TYNE
EDUCATION COMMITTEE
HEATON MANOR SCHOOL
TEMPORARY TEACHER OF GEOGRAPHY
(Main Scale)
Required from January 1988, for one term only, a suitably qualified teacher of geography and humanities.
Application forms from and returnable to the Head Teacher, Heaton Manor School, Jesmond Park West, Newcastle upon Tyne NE7 7DP by Friday, 27th November 1987. (41889) 132640

SURREY
EDUCATION COMMITTEE
SALESIAN SCHOOL
Chertsey, Surrey KT16 9LU
(12-18 R/C mixed comprehensive, NOR 920 including 140 in 6th Form)
Main Scale post £7,599 - £13,299 (Formerly Scale 1 and 2)
Required for January 1988 or as soon as possible thereafter, (for 1 term in the first instance) a teacher of GEOGRAPHY to cover some 'A' level, GCSE and lower school Geography.
CV and names and addresses of two referees to the Headmaster from whom application forms and further information may be obtained.
Tel: Chertsey 560030.
(41903) 132640

SURREY
EDUCATION COMMITTEE
WOODHATCH SCHOOL
Pendleton Road, Reigate RH2 7NT
Tel: Reigate 243166
(12-16 Mixed Comprehensive NOR 427)
Required for January 1988, as soon as possible thereafter, person (Main Professional Grade) to teach Geography throughout the age range and Humanties to younger pupils.
Application forms and further details are available from the Headmaster on receipt of a stamped addressed envelope. (10598) 132640

SURREY
EDUCATION COMMITTEE
RYDENS SCHOOL
Hersham Road, Walton-on-Thames, Surrey
12-18 Mixed Comp. 1200 pupils on roll including 150 in Sixth Form
Required immediately a teacher of Geography (including some 'A' level) and European Studies to cover a period of maternity leave.
Details and application forms from the Headteacher: Tel: (0932) 2499[illegible] (41826) 132640

History

Main Scale Incentive B

BARNET
LONDON BOROUGH
QUEEN ELIZABETH'S GIRLS' SCHOOL
High Street, Barnet, Herts. EN5 5RR
Tel: 01-449 2984
Comprehensive, Roll 853, Sixth Form 110 Next to High Barnet tube Station
Required January 1988, TEMPORARY HEAD OF HISTORY to cover maternity leave. This post carries an incentive allowance of £1,002 (B). History is a very popular subject throughout the school, the teaching team lively and innovative and the examination results consistently good.
The approach is evidence based and experience with the Schools' History Project (GCSE) would be an advantage.
Apply in writing to Head Teacher with full c.v. and names of two referees (S.A.E.) as soon as possible.
(47066) 132836

Main Scale

BARNET
LONDON BOROUGH
CHRIST'S COLLEGE
Hendon Lane, Finchley, London N3 1SA
Tel: 01-346 1607
Five form entry
Boys' Comprehensive. Roll 900. Sixth Form 150
Required April 1988, or earlier if possible, Teacher of HISTORY to teach throughout the school to 'A' level (or GCSE) in a strong and successful department in this school. Temporary appointment would be considered.
Removal expenses and separation allowances available.
Further details and application forms may be obtained from the Headmaster at the School (S.A.E.) to whom completed forms should be returned as soon as possible.
Director of Educational Services. (10759) 132840

BERKSHIRE
ROYAL COUNTY OF BERKSHIRE
DESBOROUGH SCHOOL
Shoppenhangers Road, Maidenhead
N.O.R. 1075
Required January 1988, a HISTORY Teacher (Main Scale) to join a vigorous and effective Department in this well-established boys' Comprehensive School. Teaching available throughout the age and ability range to and including Oxford and Cambridge entrance.
Please apply immediately by letter to the Headteacher from whom further details can be obtained (Maindenhead 34505).
Closing date 27th November 1987.
Berkshire has a scheme of reimbursement of lodging and removal expenses.
An Equal Opportunity Employer. (41811) 132840

WEST SUSSEX
HISTORY TEACHER
(FULL OR PART-TIME)
STEYNING GRAMMAR SCHOOL
Salary: Main Scale
Required for January 1988 to share the main School teaching of History up to A level.
Application forms available from the Headmaster, Steyning Grammar School, Shooting Field, Steyning, West Sussex BN4 3RX (s.a.e. please) or Tel: Steyning (0903) 814555.
(47037) 132840

Home Economics

Main Scale

HERTFORDSHIRE
NICHOLAS BREAKSPEAR R.C. SCHOOL
Colney Heath Lane, St. Albans AL4 0TT
Head: Mr T.M. Eastham
Group 10, co-educational, 11-18, all-ability school
Required for January 1988, a teacher of Home Economics, full-time. Main Scale plus London fringe allowance.
Hertfordshire offers a generous scheme of relocation allowances under approved circumstances.
Application form and further information available from the Headteacher on receipt of s.a.e. (22366) 133040

BARNET
LONDON BOROUGH
BISHOP DOUGLASS R.C. SCHOOL
Hamilton Road, Finchley, London N2 0SQ
Tel: 01-444 5211
V.A. Mixed Comprehensive. Roll: 1087. Sixth Form 194. 11-18
Required April 1988, or earlier if possible, an enthusiastic teacher of HOME ECONOMICS to join a lively, progressive department. The subject is currently part of the core curriculum in years 1-3 at this all ability school. Students are prepared for both the Home Economics: Food and Home Economics: Child Development GCSE examinations.
Practising Catholic preferred.
Required April 1988, or earlier if possible, Teacher of TEXTILES/DESIGN with willingness to develop both fashion and creative aspects of subject to GCSE and an interest in cross curricular development.
The successful candidate will work within the Home Economics Department preparing pupils for examinations in Textiles and havwe the opportunity to teach Textiles across the whole age and ability range of this school.
Practising Catholic preferred.
Higher point on Main Scale available for suitably qualified applicant.
Removal expenses and separation allowances are available.
Apply in writing to Head Teacher with full c.v. and names of two referees. S.A.E.
Further details of the post can be obtained upon request.
(10755) 133040

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
EAST KENT AREA
THE ABBEY SCHOOL
London Road, Faversham ME13 8RZ
Teacher of Home Economics required from 1st January 1988 or a.s.a.p. thereafter, to all levels within the 11-17 age range at this progressive school.
Full letter of application to the Head Teacher at the school with CV and details of 2 referees. (47113) 133040

KINGSTON UPON THAMES
ROYAL BOROUGH OF KINGSTON UPON THAMES
COOMBE GIRLS' SCHOOL
Clarence Avenue, New Malden, Surrey KT3 3TU
Tel: 01-942 1242
Number on Roll: 940 with over 100 in the Sixth Form
Required January 1988 a TEACHER OF HOME ECONOMICS.
To join a successful well-resourced department in this popular 11-18 girls' school. Full or Part-time post available for suitable candidate. Courses are up to GCSE and A Level; the subject is popular with girls of all ages and abilities. Applications welcomed from new entrants; ability to contribute to Food & Nutrition/Child Development courses would be helpful.
Main Scale, and London Allowance £795.
Letters of application (no forms) to the Headmistress by 24th November giving details of qualifications, experience and names and addresses of two referees.
An Equal Opportunities Employer. (41877) 133040

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES
(An Equal Opportunity Employer)
GREY COURT SCHOOL
Ham Street, Ham, Richmond, Surrey TW10 7HN
Tel: 01-948 1173
(11-16 Comprehensive, Mixed)
Required for January 1988 or as soon as possible thereafter, a teacher of Home Economics (Main Professional Grade plus £795 Outer London Allowance). Experienced teacher required to take charge of Home Economics within the faculty of design.
Applicants should telephone the school for further details, application forms and an opportunity to visit the school. (22298) 133040

Application forms for the following appointments, except where otherwise stated, are obtainable from and returnable to the Head Teachers by the dates stated. *A large stamped addressed envelope should be enclosed with all requests for application forms.*

HEADTEACHERS PRIMARY

Holbeton Primary School,
Holbeton, Plymouth, PL8 1LT. (Roll 24)
Headteacher – Group 1 (£15,501)
Required April 1988. Further details and application form (large SAE required) from Area Education Officer, Civic Centre, Plymouth, PL1 2EW. Closing date 27 November 1987.
* * * * * *

DEPUTY HEADTEACHERS SECONDARY

Plymouth, Lipson School,
Bernice Terrace, Plymouth, PL4 7PG. (Roll 1200)
Deputy Headteacher Group II – Two Posts
Required April 1988 or sooner if possible. These vacancies have arisen as the result of promotions of the present post holders. Well qualified and experienced candidates are sought to join the management team of this purpose built comprehensive school which opened in 1984. Closing date 27 November 1987.
* * * * * *

DEPUTY HEADTEACHERS PRIMARY

Plymouth, Mount Street Primary School,
Mount Street, Greenbank, Plymouth, PL4 8NZ. (Roll 228)
Deputy Headteacher – Group 4 + Social Priority Allowance
Required April 1988 a teacher with wide Primary experience and proven classroom ability to assist in the overall management and organisation of the School. Candidates should outline their philosophy of Primary Education together with their interests and curriculum strengths. Closing date 27 November 1987.
* * * * * *

MAIN SCALE PRIMARY

Winkleigh Primary School,
Farmer Frank's Lane, Winkleigh, EX19 8JK. (Roll 148)
Main Scale – Lower Juniors Temporary
Required for Spring term 1988 only pending a permanent appointment being made. A lower junior school teacher with flair and imagination. Experience with special needs would be an advantage. Closing date 27 November 1987.

Torquay, Sherwell Valley Primary School,
Hawkins Avenue, Chelston, Torquay TQ2 6ES (Roll 301)
Main Scale – Creative Arts
Required January 1988 a suitably experienced teacher, able to organise music throughout school, for Upper Juniors. The school has a number of flourishing musical groups and has a high reputation in this field. The successful candidate will be expected to lead and motivate staff as well as pupils. Closing date 27 November 1987.

Plymouth, Chaucer Primary School,
Chaucer Way, Plymouth, PL5 3LJ. (Roll 279)
Main Scale
Required January 1988 initially to take an infant class including a number of reception children. Some musical ability would be welcome. Closing date 27 November 1987.

Plymouth, Compton CE Primary School,
Higher Compton Road, Plymouth PL3 5JB (Roll 300)
Main Scale
Required January 1988 an enthusiastic Infant Teacher to teach a mixed class of Middle and Top Infants. Please state curriculum and extra curricula interests. Closing date 27 November 1987.

Plymouth, Stoke Damerel Primary School,
Somerset Place, Stoke, Plymouth PL3 4BH (Roll 329)
Main Scale – Infants
Required January 1988 experience of teaching a vertically grouped infant class in a co-operative situation is desirable. An interest and experience in assessment of the development of educational programmes for children with special needs would be desirable but not essential. Candidates should also indicate their curriculum interests. Closing date 27 November 1987.
* * * * * *

Other Posts

East Devon
Head of Learning Difficulties,
Special Education Support Team
Main Scale + £3,000
Applications are invited for a post as HEAD OF LEARNING DIFFICULTIES SUPPORT TEAM IN EAST DEVON. Incentive allowance D applies to this post.
The person appointed will lead a team of teachers whose role is to principally support the work of primary school staff with pupils who have special educational needs. Applicants should be able to show evidence of relevant experience as well as a relevant qualification.
Further details and forms of application available (large SAE required) from Chief Education Officer, (Personnel Section) County Hall, Topsham Road, Exeter EX2 4QG. Closing date 26 November 1987.
* * * * * *
(51907)

DEVON
AN EQUAL OPPORTUNITIES EMPLOYER

SECONDARY HOME ECONOMICS
continued

SANDWELL
METROPOLITAN BOROUGH COUNCIL

SMETHWICK HALL GIRLS HIGH SCHOOL

(11-16 Comprehensive)

Required for January 1988 or as soon as possible thereafter

HOME ECONOMICS - Main Scale.

Post carries the responsibility for Child Development within the Home Economics Department. Successful candidate to teach Child Development in Upper School and Home Economics mainly in Lower School.

Application form and further details available from and returnable to: The Head Teacher, Auckland Road, Smethwick, Warley, West Midlands. (Tel: 021-558 8531). Closing date 27th November 1987.

An equal opportunity employer.

Canvassing of members of the Authority will disqualify. (10704) 133040

SHROPSHIRE

BRIDGNORTH ENDOWED SCHOOL
Northgate, Bridgnorth WV16 4ER

11-18 Mixed Comprehensive, 960 on roll

Required for January, 1988 for two terms: temporary part-time teacher of Home Economics, Main Professional Grade, to teach mainly lower school mixed groups, with possibility of 5th Year exam work for appropriate applicant.

Forms and details from the Headmaster. Tel: Bridgnorth 2103. Closing date 18th November. (22947) 133040

SOMERSET
COUNTY COUNCIL
DANESFIELD CE SCHOOL
Williton
TEACHER OF HOME ECONOMICS
Please see main advertisement on Page 70. (22359) 133040

Humanities

Main-Scale

BARNET
(LONDON BOROUGH)
FINCHLEY MANORHILL SCHOOL
Summers Lane, Finchley, London N12 0QG
Tel: 01-368 1783
Co-educational Comprehensive. Roll 489
11-16
Required April 1988, or earlier if possible, teacher of HUMANITIES. All pupils in Years 4 and 5 follow a GCSE course in Integrated Humanities as well as having the option of History or Geography as a separate subject. Preference will be given to candidates whose specialism is Geography.
Removal expenses and separation allowances available.
Apply in writing to Head Teacher with full c.v. and names of two referees. S.A.E. (47069) 133240

SURREY
EDUCATION COMMITTEE
RYDENS SCHOOL
Walton-on-Thames
TEACHER OF GEOGRAPHY/ EUROPEAN STUDIES
See under 'Secondary, Geography, Main Scale posts'. (41859) 133240

WILTSHIRE

THE JOHN OF GAUNT SCHOOL
Wingfield Road, Trowbridge, Wiltshire

(1200 pupils 11-18 mixed comprehensive school)

Headmaster: K.D. Berry, J.P., B.A., F.R.S.A.

Required for January, a full-time teacher of Humanities, Main Scale. This post may be either temporary for one or two terms, or permanent. Teaching will be to the full age- and ability-range from Year One to GCSE level, and the possibility of some English being offered would be an advantage, though not essential.

Application forms, together with further details, are available from the Headmaster at the school (large s.a.e. please) and should be returned to him by not later than 27 November.

WILTSHIRE IS AN EQUAL OPPORTUNITIES EMPLOYER.
(10787) 133240

Mathematics

Main Scale Incentive D

BARNET
LONDON BOROUGH
WHITEFIELD SCHOOL
Claremont Road, Hendon, London NW2 1TR
Tel: 01-455 4114
Co-educational Comprehensive. Roll 476. Sixth Form 65
Required April 1988, a HEAD OF MATHEMATICS, to lead an innovative and successful Department in this well-resourced school. The post carries an incentive allowance of £3,000 (D).
The Department piloted the 'SMP 11-16' Course which is taught from years 1 to 5.
The school has two fully equipped computer laboratories (BBC Masters and a Nimbus system); experience and an interest in this area would be an advantage.
We seek someone with experience of teaching all abilities up to 'A' level and with proven teaching and organisational abilities, but most of all enthusiasm.
Removal expenses and separation allowances available.
Application form and further details are available from Head Teacher, to whom completed forms should be returned.
Director of Educational Services. (10770) 133432

HERTFORDSHIRE
BEAUMONT SCHOOL
Oakwood Drive, St. Albans AL4 0XB
Group 10
Head: Mr. C.R. Isted
Required for January or April a well-qualified and experienced Head of Mathematics (Incentive allowance D). The school is a 5 form entry 11-18 mixed all-ability school with proven success in this subject at 'O' and 'A' level.
Hertfordshire offers a generous scheme of relocation allowances under approved circumstances.
Further details and application form available from the Head on receipt of s.a.e. as soon as possible.
(22276) 133432

SANDBACH SCHOOL

1677 UT SEVERIS SEGES

HEAD OF MATHEMATICS

11-18 Group 11 Special Agreement Boys' Comprehensive.

This important post falls vacant from Easter 1988 and interviews will take place on 9th December 1987. Salary will be Main Scale plus Incentive D.

Form of application, together with essential details regarding both post and school may be obtained (large SAE please) from The Head Master, Sandbach School, Crewe Road, Sandbach, Cheshire CW11 0NT. Telephone 0270 767321.

Closing Date: 1st December 1987.

Main Scale Incentive B

KIRKLEES
METROPOLITAN COUNCIL

DIRECTORATE OF EDUCATIONAL SERVICES

ALMONDBURY HIGH SCHOOL
Fernside Avenue, Almondbury, Huddersfield HD5 8PQ

Ref: 1131

Required for January 1988 a teacher of MATHEMATICS to be second in charge of the department. Applicants should be be suitably qualified and experienced and be prepared to teach across the whole age and ability range and to be responsible for a major area of curriculum development.

Salary will be paid in accordance with the Teachers Pay and Conditions Act 1987 on the main scale plus Allowance B.

Application forms and further details (SAFE please) from the Headteacher at the school to whom completed forms should be returned within 14 days of this advertisement.

Kirklees operates an Equal Opportunities policy, full details of which will be supplied to all applicants. (22173) 133436

Main Scale

BARNET
LONDON BOROUGH
COPTHALL SCHOOL
Page Street, Mill Hill, London NW7 2EP
Tel: 01-959 1937
Girls' Comprehensive. Roll 1058. Sixth Form 156 6-form entry
Required April 1988, or earlier if possible, a graduate teacher of MATHEMATICS to share in the work of a large and successful department which is involved in some of the computer and information technology aspects of the curriculum. The post will offer considerable career potential for a committed Mathematics teacher.
Removal Expenses and separation allowances available.
Apply in writing to Head Teacher with full c.v. and names of two referees. S.A.E.
Director of Education Services. (10771) 133440

BEDFORDSHIRE
EDUCATION SERVICE
THE SAMUAL WHITBREAD UPPER SCHOOL
Shefford Road, Clifton, Shefford, Bedfordshire SE17 5RT
Tel: Hitchin 812798
Required for January 1988 a full-time, mainscale teacher of Mathematics with opportunity for A-level work. This post is temporary to 31st August 1988 with a possibility of a permanent appointment from September 1988.
Application forms and further details from the Headmaster; SAE please.
Bedfordshire is an Equal Opportunities Employer. (47058) 133440

BERKSHIRE
ROYAL COUNTY OF BERKSHIRE
CHARTERS SCHOOL
Charters Road, Sunningdale, Ascot
N.O.R. 1150
Required January 1988, Maths Teacher (Main Scale) to teach across the age and ability range. Ideally the successful candidate will teach to GCSE level and will also offer statistics at 'A'-level. However consideration will be given to applicants offering Maths to GCSE only. A temporary appointment for two terms could be considered.
Please apply by letter to Acting Headteacher enclosing C.V. and the names of two referees.
Closing date 23rd November 1987.
Berkshire has a scheme of reimbursement of lodging and removal expenses.
An Equal Opportunity Employer. (41837) 133440

CAMBRIDGESHIRE
COUNTY COUNCIL
(AN EQUAL OPPORTUNITY EMPLOYER)
COLERIDGE COMMUNITY COLLEGE
Radegund Road, Cambridge CB1 3RJ
Required from January 1988 or as soon as possible thereafter, Teacher of MATHEMATICS AND SCIENCE (Main Scale) on a full time or part time basis, to join a progressive and successful department.
Application form and details from the Acting Principal (sae please) to be returned as soon as possible. (41803) 133440

EALING
LONDON BOROUGH
EDUCATION SERVICE
ELLEN WILKINSON HIGH SCHOOL
Queens Drive, London W3 0HP
MATHEMATICS TEACHER
Basic Scale salary plus £1,215 London Allowance
A teacher is required for January 1988 in the Eight Form Entry Multi Ethnic Girls' Comprehensive School, to join a very successful team of seven. Mathematics is a popular choice at A Level.
The person appointed will be expected to teach across the age and ability range and will possess enthusiasm and an ability to communicate. Applications are invited from experienced teachers, but 'First Appointments' are equally welcomed. Applicants are warmly invited to visit the school.
Highly successful, with a friendly committed staff, the school offers a wide range of GCSE and Advanced Level Courses and also participate in both the TVEI and CPVE Schemes.
Relocation expenses payable subject to conditions.
Application forms available from the school (SAE) to be returned by 27th November 1987.
Ealing Council welcomes applications from all regardless of sex, race, ethnic origin, responsibility for dependents, from people with disabilities and from lesbians and gay men. (10743) 133440

ENFIELD
LONDON BOROUGH OF ENFIELD
ST. ANGELA'S R.C. SCHOOL (FOR GIRLS)
Oakthorpe Road, London N13 5TY
Roll 880
Required January 1988, or as soon as possible thereafter, teacher of MATHEMATICS. The present time-table courses mainly G.C.S.E. and C.E.E. Mathematics but there is a possibility of 'A' level work in the future for a suitably qualified candidate.
London Allowance, £795. Consideration given to assistance with removal, relocation costs, temporary housing and two homes allowance.
Application forms (large SAE) obtainable from the Headmistress, completed forms to be returned to The Chairman of Governors, c/o the school. Closing date 27th November 1987.
An equal opportunity employer. (47072) 133440

HEREFORD AND WORCESTER
COUNTY COUNCIL

ST. AUGUSTINE'S R.C. HIGH SCHOOL
Stonepits Lane, Hunt End, Redditch B97 5LX

TEACHER OF MATHEMATICS
Main Scale

Required from January 1988 (if possible) a Graduate Teacher of Mathematics. Classes are available for GCSE, CPVE and 'A' Level.

Further details may be obtained from the Headmaster at the school, Redditch (0527) 46164.

Application by letter with a full c.v. as soon as possible. (22396) 133440

HERTFORDSHIRE
HADHAM HALL SCHOOL
Little Hadham, Ware SG11 2EB
Tel: Albury 535
11-18, co-educational, all-ability
Required January 1988 for spring and/or summer term, MATHEMATICS TEACHER (Main Scale, possible Incentive B, London fringe allowance) to work full-time or the post could be shared part-time. Opportunity of GCSE and some A level work. Interest in Computer Studies would be welcome. Prospect of permanent post.
Hadham Hall is three miles to the west of Bishop's Stortford.
Apply as soon as possible by letter giving full curriculum vitae and names and addresses of two referees to the Headmaster from whom further details are available. (41869) 133440

HERTFORDSHIRE
CHESHUNT SCHOOL
Windmill Lane, Cheshunt, Waltham Cross, Herts, EN8 9AT
Tel: Waltham Cross 29685
11-18 all-ability school, 900 on roll
MATHEMATICS teacher, Main grade, required for January or April 1988 to teach across the age and ability range at least to GCSE level. The department has a good record of achievement, and is well equipped, with both BBC and Nimbus networks available. It is possible that by Easter an additional allowance may be available for a person qualified and experienced to act as second in the department. Applications are also welcome from staff also able to teach only part time.
Letters of application as soon as possible, with c.v. and names and addresses of two referees to the Headmaster at the school, from whom further details are available.
(The Authority operates a generous recruitment incentive scheme) (47081) 133440

HILLINGDON
LONDON BOROUGH OF HILLINGDON

MELLOW LANE SCHOOL
Hewens Road, Hayes End, Hayes, Middlesex UB4 8JP

Number on roll: 1020, 120 in Sixth Form

Headteacher: R.C. Stafford, B.Sc.

MATHEMATICS (TWO POSTS - 1 permanent, 1 to cover for a Maternity Leave)

Required for January 1988, an enthusiastic teacher of Mathematics, to join a committed and supportive department. Classes are arranged in mixed-ability groups for the first two years using S.M.I.L.E.. Some setting occurs in year 3 where S.M.P. Courses 11-16 are introduced, students are prepared for a M.E.G. G.C.S.E. examination in years 4 and 5. Mathematics attracts large numbers in the 6th Form; currently both the A.E.B. and London 'A' Level syllabuses are used.

Mellow Lane is a friendly and very popular school situated in Hayes. All departments enjoy access to excellent computer facilities and our centralised resources/reprographics area.

Apply by letter (s.a.e.) to the Head from whom further details may be obtained.

Outer London Allowance Payable. (10714) 133440

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
EAST KENT AREA
ST ANSELM'S R.C. COMPREHENSIVE SCHOOL
Old Dover Road, Canterbury CT1 3EN
NOR 810
Required January 1988, teacher for COMPUTER STUDIES/INFORMATION TECHNOLOGY with some MATHS (Main Professional Grade).
Opportunity to teach to 'A' level for suitably qualified candidate. Willingness to teach full ability range in well appointed purpose built accommodation at this mixed, wide-ability, 11-18 school.
St Anselm's is member of Canterbury TVEI Consortium and the post offers great scope to a teacher interested in this exciting development. Permanent post or temporary appointment for one term.
Applications by letter with full c.v and details of 2 referees to the Headmaster at the school (R.C. candidates should give their Parish Priest as a 3rd referee). (47112) 133440

KIRKLEES
METROPOLITAN COUNCIL

DIRECTORATE OF EDUCATIONAL SERVICES

RAWTHORPE HIGH SCHOOL
Nether Hall Avenue, Huddersfield HD5 9PG

Ref: 1130

Required from January 1988 a temporary teacher of MATHEMATICS, to teach across the age and ability range of this 11-16 Comprehensive School and to take responsibility for the practical Mathematics Workshop.

The post is temporary to cover the maternity leave of the permanent postholder and salary will be paid in accordance with the Teachers Pay and Conditions Act 1987 on the main scale.

Application forms and further details (SAFE please) from the Headteacher at the school to whom completed forms should be returned within 14 days of this advertisement.

Kirklees operates an Equal Opportunities policy, full details of which will be supplied to all applicants. (22171) 133440

BOROUGH OF South Tyneside

South Tyneside is an Equal Opportunities Employer and applicants are considered only on the basis of suitability for the job.

Education Department

Assistant Teacher for Mathematics — Main Professional Grade

(King George Comprehensive School : Group 12 : 11-16 years)

A qualified teacher is required for the commencement of the Spring Term 1988, or as soon as possible thereafter.

Candidates will be expected to have experience in teaching Mathematics up to 'A' level standard. To take charge of the co-ordination of the Joint Board Pre-Vocational Work in Mathematics with the lower ability pupils in fourth and fifth year.

Application forms from the Chief Personnel and Management Services Officer, Westoe Hall, Westoe Village, South Shields (Tel 091 4554968) and should be returned by Noon on 27th November 1987.

KIRKLEES
METROPOLITAN COUNCIL

DIRECTORATE OF EDUCATIONAL SERVICES

ALL SAINTS RC HIGH SCHOOL
Bradley Road, Huddersfield HD2 2JT

Voluntary Aided 1195 Pupils 11-18 Years

Ref: 1142

Required from January 1988 for two terms only, two temporary teachers of MATHEMATICS in this Roman Catholic High School. Candidates should state any additional subject they are able to teach.

Salary will be paid in accordance with the Teachers Pay and Conditions Act 1987 on the main scale.

Application forms and further details (SAFE please) from the Headteacher at the school to whom completed forms should be returned within 14 days of this advertisement.

Kirklees operates an Equal Opportunities policy full details of which will be supplied to all applicants. (41899) 133440

NEWHAM
LONDON BOROUGH OF NEWHAM
An Equal Opportunity Authority
SARAH BONNELL SCHOOL
Deanery Road, London E15 4LP
Head Teacher: Mrs C.A. Goodhill
Number on roll: 860
TEACHER OF MATHEMATICS
Required as soon as possible.
An enthusiastic person is required to teach Mathematics across the age and ability range.
LONDON ALLOWANCE £1,215 plus Social Priority Allowance.
Application forms (s.a.e. please) available from the Head Teacher to whom completed forms should be returned by 24.11.87.
Director of Education, Education Office, 95 High Street, Stratford E15 4RD. (22267) 133440

NOTTINGHAMSHIRE
COUNTY COUNCIL
JOSEPH WHITAKER COMPREHENSIVE SCHOOL
Warsop Lane, Rainworth, Mansfield, Notts. NG21 0AG
Mixed: 1037 (11-18)
MATHEMATICS (Main Scale)
Graduate Teacher required for January, to teach all abilities in a successful department with good facilities. Some sixth form teaching may be required.
Application forms and further details are available (s.a.e.) from the Teacher at the School at the above address.
An Equal Opportunity Employer. (10737) 133440

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES

(An equal opportunity employer)

GREY COURT SCHOOL
Ham Street, Ham, Richmond, Surrey TW10 7HN

Tel: 01-948 1173

(11-16 Comprehensive. Mixed)

Required for January 1988 or as soon as possible thereafter, a teacher of Mathematics (Main Professional Grade plus Outer London Allowance of £318 p.a.).

Applicants should telephone the school for further details, application forms and an opportunity to visit the school. (22295) 133440

SECONDARY MATHEMATICS
continued

ROTHERHAM
METROPOLITAN BOROUGH COUNCIL

An equal opportunities employer

DEPARTMENT OF EDUCATION

WICKERSLEY COMPREHENSIVE SCHOOL

11-18 mixed. Approx. 1508 on roll. Approx. 133 in 6th form

Required for January, 1988

ASSISTANT TEACHER - MAIN SCALE

Teacher for Mathematics across the full range of ability to GCSE level. 'A' level work available for a suitably qualified and experienced teacher.

Closing Date: As soon as possible.

Curriculum Vitae and details of two persons for preference to the Head Teacher of the School, Bawtry Road, Wickersley, Rotherham S66 0JL Tel: Rotherham 542147 from whom further information is available.
G. Crane, Director of Personnel Resources. (22153) 133440

SANDWELL
METROPOLITAN BOROUGH COUNCIL

WILLINGSWORTH HIGH SCHOOL

(11-16 Comprehensive)

Required for January 1988 or as soon as possible thereafter:-

MATHEMATICS - main scale

Person appointed expected to teach throughout full age and ability range. Ability to offer Information Technology in Lower School an advantage. Temporary or part-time considered in first instance.

Application form and further details available from and returnable to the Head Teacher, Bilston Road, Gospel Oak, Tipton, West Midlands. (Tel: 021-556 1351). Closing date 27th November 1987.

An equal opportunity employer. Canvassing of members of the Authority will disqualify. (10701) 133440

ESSEX
MATHEMATICS - MAIN SCALE
An invitation is extended to Teachers of Mathematics interested in moving to S.E. Essex to join the staff at any of the following schools: GREENSWARD SCHOOL, Greensward Lane, Hockley, Tel: Southend 202571/202572. KING EDMUND SCHOOL, Vaughan Close, Rochford, Tel: Southend 545771, 545772/3. SWEYNE SCHOOL, Pearsons Avenue, Rayleigh, Tel: Rayleigh 773721.
Generous relocation allowances circa. £4,000 available.
Apply direct to Headteacher.

BOSWELLS SCHOOL
Burnham Road, Springfield, Chelmsford
Tel: Chelmsford 264451
(Roll 1373)
TEACHER OF MATHEMATICS - MAIN SCALE
Required January 1988.
To cover maternity leave, to teach to 'O' Level standard.
Letters of application and c.v. to Headteacher by 29th November 1987.

ST. CLERE'S COMPREHENSIVE SCHOOL
Butts Lane, Stanford-le-Hope
Tel: SLH 641001
(Roll 881) 11-16 - 6 FE
TEACHER OF MATHS - MAIN SCALE + Outer London Allowance
Required January 1988.
To join an excellent department. The school is heavily oversubscribed.
Letters of application to Headmaster with curriculum vitae, names and addresses of two referees.

ST. THOMAS MORE HIGH SCHOOL FOR BOYS
Kenilworth Gardens, Westcliffe on Sea SS0 0BW
Tel: 0702 344933
(Roll - 591)
ASSISTANT TEACHER OF MATHEMATICS - MAIN SCALE
Required January 1988.
Practising Catholic preferred. Ability to teach boys' games an advantage.
Removal and relocation expenses circa. £4,000 are available for those who qualify.
Application forms and further details available from Headteacher. (41835) 133440

SUTTON
LONDON BOROUGH OF SUTTON
GREENSHAW HIGH SCHOOL
Grennell Road, Sutton, Surrey SM1 3DY
Tel: 01-641 2080
(Purpose-built 11-18 co-educational comprehensive school)
MATHEMATICS - MAIN SCALE
Required for 1st January 1988 a teacher of Mathematics in a successful and flourishing department. SMP 11-16 work to GCSE and 'A' level available. Full-time, part-time, temporary or permanent negotiable.
Application by letter to the Headteacher, with c.v. and names and addresses of two referees as soon as possible.
An Equal Opportunity Employer. (41909) 133440

WILTSHIRE
ST. JOHN'S SCHOOL
Orchard Road, Marlborough, Wiltshire SN8 4AX
Mixed Comprehensive School 11-18 N.O.R. 1235
Headmaster: Mr. John T. Price M.A.
Main Grade Teacher of Mathematics required from January 1988.
Mathematics teaching throughout the age and ability range.
Letters of application to the Headmaster at the above address giving details of experience and the names of two referees. Closing date Friday 20th November 1987.
AN EQUAL OPPORTUNITY EMPLOYER. (47082) 133440

WIRRAL
METROPOLITAN BOROUGH OF WIRRAL

All applicants will be considered on the basis of suitability for the post regardless of sex, creed, race or disability

ROCK FERRY HIGH SCHOOL
Ravenswood Avenue, Birkenhead, Wirral L42 4NY

11-18 Co-educational Comprehensive School, 1300 on Roll

Required for January 1988.

For a Fixed Term engagement to 31st August, 1988.

TEMPORARY MATHEMATICIAN - MAIN SCALE

To teach Mathematics throughout the school. An interest in and an ability to teach Information Technology would be an advantage.

Apply by letter to the Headmaster at the school as soon as possible with names and addresses of two referees, and full curriculum vitae. (10776) 133440

Modern Languages

Main Scale Incentive D

CHESHIRE
EDUCATION COMMITTEE

RE-ADVERTISEMENT

GREAT SANKEY HIGH SCHOOL
Barrow Hall Lane, Great Sankey, Warrington WA5 3AA

HEAD OF MODERN LANGUAGES - MAIN SCALE INCENTIVE D

A well qualified and experienced graduate with French as first language is required for May 1988. Both French and German are taught to GCSE and 'A' level.

Numbers on roll 1150, age range 11-18. The school is piloting the NPRA pupil profiling project and the department is fully involved.

Candidates are welcome to make informal contact or visit prior to application. Please Tel: 0925 72 4118 for further information or apply by letter in the first instance. Closing date for applications 27th November 1987. (47023) 133632

Main Scale Incentive B

BARNET
LONDON BOROUGH
HASMONEAN HIGH SCHOOL
Holders Hill Road, Hendon, London NW4 1NA
Tel: 01-203 1411
V.A. Roll 968. Sixth Form 180
Required April 1988, or earlier if possible, well qualified graduate to teach mainly FRENCH and also some GERMAN in this school, which has a high academic standard. The post carries an incentive allowance of £1,002 per annum (B) which is available for candidate with suitable experience.
Removal expenses and separation allowances available.
Apply in writing to Head Teacher with full c.v. and names of two referees. S.A.E.
Director of Educational Services. (10765) 133636

BROMLEY
LANGLEY PARK BOYS SCHOOL
South Eden Park Road, Beckenham, Kent BR3 3BP
Tel: 01-650 9253
Required in January, or as soon as possible thereafter, a Head of the German Department within a modern languages faculty. Incentive Allowance. B. Outer London Allowance.
The School, an established 11-18 all-ability school, serves an Outer London suburb and is about 35 mins. from Central London by train. It operates a joint sixth form of 300 with the adjacent Girls' School.
Applications (no forms) with C.V. and the names of two referees to the Headmaster by 24th November 1987.
(41907) 133636

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
NORTH WEST KENT AREA
ST JOHN'S R.C COMPREHENSIVE SCHOOL
Rochester Road, Gravesend, Kent DA12 2JW
Required for start of Summer Term 1988 or earlier if possible Head of Modern Languages Department - Incentive Allowance B or D according to experience and qualification. The Governors are seeking to appoint a graduate linguist with French an essential element.
French is taught across a wide ability range and to 'A' level standard. German is also taught to 'A' Level.
Apply by letter (no forms), enclosing full c.v. and names/ addresses of two referees to Canon B. Mundy, Chairman of Governors, at the School by Friday 27th November 1987.
Further information from the School.
Possibility of help with temporary housing in approved cases. (47111) 133636

Main Scale

BARNET
LONDON BOROUGH
CHRIST'S COLLEGE
Hendon Lane, Finchley, London N3 1SA
Tel: 01-346 1607
Boys Comprehensive. Roll 900. Sixth Form 150
Required April 1988, or earlier if possible, Teacher of GERMAN up to 'A' level (or GCSE). Successful applicant would join a large and thriving Modern Languages Department. Temporary appointment considered.
Removal expenses and separation allowance available.
Apply in writing to Head Teacher with full c.v. and names of two referees. S.A.E. Further information on request.
Director of Educational Services. (10764) 133640

BEDFORDSHIRE
EDUCATION SERVICE
JOHN HOWARD UPPER SCHOOL
Biddenham Turn, Bedford MK40 4AZ
Tel: Bedford (0234) 42521
Required for January 1988 until May 1988 a mainscale (0.75) part-time Teacher for GCSE + A level French and a Minscale (0.25) part-time Teacher for GCSE German. The post is suitable for either a full-time or two part-time Teachers.
This is a temporary post to cover the maternity leave of the present post-holder.
Application forms and further details from the Headmaster, SAE please.
Bedfordshire is an Equal Opportunities Employer. (47056) 133640

BERKSHIRE
ROYAL COUNTY OF BERKSHIRE
PARK HOUSE SCHOOL
Andover Road, Newbury
N.O.R. 875
Required for January, a teacher of French to join a lively and successful department.
Apply in writing to the Headteacher, giving a C.V. and the names and addresses of two referees.
An Equal Opportunity Employer. (41814) 133640

BEDFORDSHIRE
EDUCATION SERVICE
PILGRIM UPPER SCHOOL
Brickhill Drive, Bedford MK41 7PZ
Tel: Bedford (0234) 50612
Required for January 1988, a full-time, mainscale, teacher for French up to A Level.
Well established exchange links, good facilities. Important curriculum developments involving languages and business are taking place in this TVEI School.
This is a temporary post to 31st August 1988.
Application forms and further details from the Headmaster, SAE please.
Please apply immediately by letter enclosing a full curriculum vitae and the names and addresses of two referees.
Bedfordshire is An Equal Opportunities Employer. (47054) 133640

BERKSHIRE
ROYAL COUNTY OF BERKSHIRE
MEADWAY SCHOOL
The Meadway, Tilehurst, Reading RG3 4NN
N.O.R. 840
Required January 1988 or Easter 1988, a full-time Main Scale teacher of French with the possibility of 'A' level work. Ability to offer Italian would be an advantage, but is not essential. The languages faculty is well equipped and committed to the communitive approach. GCSE courses are offered in both languages.
Apply by letter to Head with C.V. and names and addresses of two referees.
Closing date: 27th November 1987.
Berkshire has a scheme of reimbursement of lodging and removal expenses.
An Equal Opportunity Employer. (41819) 133640

BOLTON
METROPOLITAN BOROUGH
(An Equal Opportunity Employer)
HAYWARD SCHOOL
Lever Edge Lane, Bolton BL3 3HH
(11-16)
FRENCH AND GERMAN
Temporary Teacher, Main Scale required from 1.1.88 to 31.8.88.
Application forms available from the Director of Education and Arts, P.O. Box 53, Civic Centre, Bolton BL1 1JW. Completed applications to be returned to the Head Teacher at the school by 25 November 1987. (22341) 133640

CAMBRIDGESHIRE
COUNTY COUNCIL
(An Equal Opportunity Employer)
HUNTINGDON AREA
LONGSANDS COMMUNITY COLLEGE
St. Neots, Huntingdon OE19 1LQ
NOR 1520 (170 in sixth form)
Teacher of German and French (at least one to 'A' level) required to join committed team of graduates; flourishing exchanges - modern courses - graded objective schemes. (Main scale).
Applications by letter (no forms) to the Principal as soon as possible. (10796) 133640

BRADFORD
CITY OF BRADFORD
METROPOLITAN COUNCIL
GRANGE UPPER SCHOOL
13-18 Mixed Comprehensive, 1,500 on roll, 160 in years 6 and 7
Reference ET 120887/TES
Required for January 1988, two teachers to work with the language support team.
The posts are permanent, on Main Professional grade.
Applicants should either have language qualifications or experience to enable them to work in a successful team, providing mainstream support to the 75% of bi-lingual students.
Candidates should be able to give full support to the anti-racist and gender policies of the School and the Local Authority.
Full details of the post and the school, a personnel specification and application forms can be obtained from the Head, Grange Upper School, Haycliffe Lane, Bradford BD5 9ET (sae please), to whom completed forms should be returned by Friday 20 November 1987.
Bradford is an equal opportunities employer and welcomes applications from candidates of any race, sex, age or disability, unless otherwise stated. (22159) 133640

DONCASTER

MEXBOROUGH SCHOOL
Maple Road, Mexborough, South Yorkshire

Required for January 1988, a teacher of German and French (Main Scale) to join the highly successful Modern Language Department of this 11-18 Comprehensive School. German and French are taught to 'A' level and opportunities exist for a suitably qualified candidate to teach the highest level. Facilities in the Modern Languages Department are first class and the Department's results have been consistently excellent.

Applications to the Headmaster, giving a full C.V. and the names and addresses of two referees as soon as possible.

Doncaster is an equal opportunities employer and welcomes applications irrespective of race, sex or disability. (13374) 133640

HERTFORDSHIRE
BUSHEY MEADS SCHOOL
Coldharbour Lane, Bushey, Watford
Roll: 905, mixed all ability, 95 in 6th form
Required January, to join a progressive and successful department a Teacher of FRENCH to A level. Main Scale + London fringe allowance £309. The Language Department is well equipped with modern course materials and excellent audio visual resources including video and fast tape copying.
The school has well established exchanges with Dijon and Mainz and offers vocational courses in years 4-6 as well as Midland GCSE and the new AEB A level.
Ability to teach LATIN an advantage but not essential.
The school is pleasantly situated and holds the Schools Curriculum Award.
Apply by letter to Headmaster giving curriculum vitae and names and addresses of two referees. (22371) 133640

ESSEX
BOSWELLS SCHOOL
Burnham Road, Springfield, Chelmsford
Tel: Chelmsford 264451
(Roll 1373)
TEACHER OF FRENCH - MAIN SCALE
Required January 1988.
Temporary for one or two terms. Excellent standards, lively Department. German an advantage.
Letters of application and c.v. to Headteacher by 29th November 1987.

BRENTWOOD COUNTY HIGH SCHOOL
Shenfield Common, Brentwood
Tel: Brentwood 226482
Roll 1076
MODERN LANGUAGE TEACHER - Main Scale Post
London Fringe Allowance
Required January 1988.
Teacher of Spanish to 'A' Level and French to play an active part in a lively committed department.
Application forms and further details available from Headteacher (foolscap s.a.e.) to whom completed applications should be returned as soon as possible.

LAINDON SCHOOL
High Road, Laindon, Basildon SS15 6DD
Tel: Basildon 45871
(Roll 1000)
TEACHER OF FRENCH - MAIN SCALE
Required Janaury 1988.
To undertake particular duties in the French Department for 2 terms.
Good possibility of permanent post in South West Essex.
Letters plus c.v. and names of two referees to the Headmaster (2 foolscap s.a.e.). (41820) 133640

HERTFORDSHIRE
NICHOLAS BREAKSPEAR R.C. SCHOOL
Colney Heath Lane, St. Albans AL4 0TT
Head: Mr T.M. Eastham
Group 10, co-educational, 11-18, all-ability school
Required for Janunry 1988, a teacher of French, full or part-time. Main Scale plus London fringe allowance.
Hertfordshire offers a generous scheme of relocation allowances under approved circumstances.
Application forms and further information from the Headteacher on receipt of s.a.e. (22365) 133640

KIRKLEES
METROPOLITAN COUNCIL

DIRECTORATE OF EDUCATIONAL SERVICES

MIRFIELD HIGH SCHOOL
Kitson Hill Road, Mirfield, W. Yorks. WF14 9EZ

Ref: 1145

Required from January 1988 for two terms only a temporary teacher able to teach FRENCH and GERMAN throughout this 13-18 school including 'A' level. Salary will be paid in accordance with the Teachers Pay and Conditions Act 1987 on the main scale.

Application forms and further details (SAFE please) from the Headteacher at the school to whom completed forms should be returned within 14 days of this advertisement.

Kirlees operates an Equal Opportunities policy full details of which will be supplied to all applicants. (47201) 133640

WEST GLAMORGAN
County Council

Education Department
Teaching Vacancies

Applications are invited for the following posts to commence in January 1988 or as soon as possible thereafter:—

Cwmtawe Comprehensive School, Pontardawe, Swansea SA8 4JX.
(Mixed) (1540 on Roll) (Age Range 11-18).
English Graduate to teach the subject across the ability range and up to G.C.S.E. 'A' level work may be available for a suitable candidate and an interest in assuming some responsibility for the school's newspaper would be advantageous. Professional Grade. This is a Temporary Post until the end of the academic year only.
(Post Ref: 3:33:87).

Dyffryn Comprehensive School, Bertha Road, Margam, Port Talbot SA13 2AN.
(Mixed) (870 on Roll) (Age Range 11-16).
Physics and General Science teacher to teach the subjects throughout the school. Professional Grade. This is a Temporary Post until the end of the academic year only.
(Post Ref: 4:33:87).

Brynhyfryd Primary School, Giants Grave Road, Briton Ferry, Neath.
(Mixed) (133 on Roll) (Age Range 5-11).
Assistant Teacher ~ Junior Department. The successful candidate will be responsible for the teaching of language in the Junior School and have an interest in Aesthetics. Professional Grade. (Post Ref: 5:33:87).

Hengwrt Primary School, Hengwrt, Briton Ferry, Neath.
(Mixed) (67+ Nursery on Roll) (Age Range 3-11).
Assistant Teacher for a purpose-built Nursery Unit. Ability to teach Infants and an interest in supporting an existing Pre-School play group would be desirable. Professional Grade.
(Post Ref: 6:33:87).

Manselton Primary School, Manor Road, Manselton, Swansea SA5 9PA.
(Mixed) (316 on Roll) (Age Range 3-9 at present).
Capable and imaginative Primary teacher who would be enthusiastically committed to the opportunities of a developing Primary School. Applicants are invited to express their own interest/expertise in developing the Primary Curriculum. Professional Grade.
(Post Ref: 7;33;87).

Central Infants School, Theodore Road, Port Talbot SA13 1SP
(Mixed) (177 + Nursery on Roll) (Age Rang 3-7)
Experienced energetic and committed Nursery/Infant teacher to teach initially a Nursery/Reception Class in a seperate unit at the school. Applicants should state areas of interest and expertise. Professional Grade.
(Post Ref: 8:33:87).

Gors Infants School, Gors Avenue, Cockett, Swansea SA1 6SF.
(Mixed) (224 on Roll) (Age Range 3-7).
Dedicated, caring, enthusiastic teacher required with Nursery/Infant training for the Nursery class. Professional Grade.
(Post Ref: 9:33;87).

Application forms and further particulars can be obtained from the appropriate School concerned on receipt of a large stamped addressed envelope, quoting the post reference.

The CLOSING DATE for receipt of completed applications is THURSDAY 26th NOVEMBER 1987.

John Beale
Director of Education

(51908)

SECONDARY MODERN LANGUAGES
continued

KENT

SEVENOAKS SCHOOL
Kent

FRENCH SPECIALIST REQUIRED for an active, well-resourced department with a large academic Sixth Form.

See Sevenoaks School for details of this unusual appointment. Page 76. (10605) 133640

KIRKLEES

METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATION SERVICES
Ref: 1132
ALL SAINTS RC HIGH SCHOOL
Bradley Road, Huddersfield HD2 2JT
Voluntary Aided. 1125 Pupils 11-18 Years
Required from January 1988 for two terms only, a temporary teacher of FRENCH in this Roman Catholic High School. Candidates should state any additional subject they are able to teach. Salary will be paid in accordance with the Teachers Pay and Conditions Act 1987 on the main scale.
Application forms and further details (SAFE please) from the Headteacher at the school to whom completed forms should be returned within 14 days of this advertisement.
Kirklees operates an Equal Opportunities policy, full details of which will be supplied to all applicants.
(22174) 133640

MID GLAMORGAN

COUNTY COUNCIL
EDUCATION DEPARTMENT
MERTHYR TYDFIL DISTRICT
PEN Y DRE HIGH SCHOOL
(Social Priority Allowance Payable)
Required for 1st January, 1988 or as soon as possible thereafter, a Graduate in Modern Languages to teach French and another language to G.C.S.E. level in this progressive Department.
Applicants should have above average oral fluency and a commitment to graded objects. A willingness to help service pupil visits and exchanges essential. Main Scale.
Application forms to be returned by Friday, 27th November, 1987 obtainable on receipt of a stamped, addressed, foolscap envelope from the District Education Officer, Pontmorlais, Merthyr Tydfil, CF47 8UA. Tel: Merthyr Tydfil (0685) 2761.
AN EQUAL OPPORTUNITIES EMPLOYER.
E. ROBERTS, DIRECTOR OF EDUCATION.
(22177) 133640

RICHMOND UPON THAMES

LONDON BOROUGH OF RICHMOND UPON THAMES

(An equal opportunity employer)

RECTORY SCHOOL
Hanworth Road, Hampton, Middlesex TW12 3HB

(An 11-16 mixed comprehensive school with a growing roll - currently 1027)

MAIN SCALE TEACHER
Plus £795 Outer London Allowance

Required for February 1988 to cover for maternity leave, an unestablished teacher of Spanish and French to join an enthusiastic and innovative team at this forward-looking school. Modern languages are included in the core curriculum and all children study two foreign languages.

This is a full-time post (Main Professional Grade) but part-time applicants will be considered.

Forms and further details from the school to whom completed forms should be returned by Monday 30th November 1987. (22296) 133640

NORTHAMPTONSHIRE

WELLINGBOROUGH WEAVERS SCHOOL
Weavers Road, Wellingborough NN8 3JQ

11-18 coeducational comprehensive. Number on roll 1,250 with 100 in the Sixth Form

Main Professional Grade: Temporary Teacher of French

Required for January, 1988, a temporary teacher of French to cover the maternity leave of an existing member of staff.

Whilst the post must initially be of a temporary nature it could become a permanent post for a suitable applicant.

A part-time appointment would also be considered.

French is taught to GCSE 'A' and 'S' levels. The department is one of the largest modern languages departments in the County with six full time graduates and excellent facilities.

Weavers School is pleasantly situated on a single site to the North West of Wellingborough.

Application forms and further details are available from the Headteacher to whom completed forms should be returned within a fortnight after the appearance of this advertisement.

Northamptonshire welcomes applications regardless of marital status, sex, race and disability. (15446) 133640

SHROPSHIRE

CHURCH STRETTON SCHOOL
Shrewsbury Road, Church Stretton SY6 6EX

Required for January 1988, a teacher of Modern Languages, Main Professional Grade, to teach all ages and ability. The post is for two terms.

Application forms and further details available from the Head (SAE). (22129) 133640

SUFFOLK

COUNTY COUNCIL
BUNGAY HIGH SCHOOL
Queen's Road, Bungay NR35 1RW
13-18; Group 11 with a distinguished Sixth Form
Required for January 1988 or as soon as possible thereafter, a teacher of GERMAN with FRENCH, Main Scale. Teachers in the department enjoy a high degree of autonomy and will have the opportunity to develop new ideas. The School is pleasantly situated and the department is both thriving and well-equipped.
Letters of application should be sent to the Headteacher of the School; full details together with application forms will be forwarded on receipt of an s.a.e. (15459) 133640

SUTTON

WILSON'S SCHOOL
Mollison Drive, Wallington, Surrey SM6 9JW
Required at this Voluntary Aided School of 750 boys for up to 1½ terms, beginning in January 1988, a well-qualified Linguist (Main Scale) to teach French to GCSE and 'A' level.
The School has a Sixth Form of 125 all engaged in 'A' level courses and the Lower School mainly comprises boys of sound academic ability. Nearly half of the School takes a second language to GCSE and there is a well equipped Language Laboratory and specialist rooms.
Applications, together with a complete Curriculum Vitae, an indication of extra curricular interests, and the names of two referees, to reach the Headmaster by Wednesday, 18th November 1987. (22251) 133640

WARWICKSHIRE

RUGBY HIGH SCHOOL
Longrood Road, Bilton, Rugby CV22 7RE

Tel: Rugby 810518

(518 pupils, 155 in sixth form)

Required to cover maternity leave from January to May 1988 and possibly to September 1988, a teacher of FRENCH and GERMAN to teach French across the age range up to and including 'A' level and German to GCSE level.

For application form and further details, please telephone the school. Closing date 25th November 1987.

Warwickshire is an equal opportunities employer. (47015) 133640

WILTSHIRE

CHURCHFIELDS SCHOOL
Salcombe Grove, Swindon SN3 1ER

Head Teacher: Mr I.F. Taylor, B.Sc.

An 11-16 School with 1,020 Students set in a delightful area with easy access to the cotswolds, Marlborough Downs and Upper Thames

Required in the Modern Languages Department from 1st January 1988, a temporary Main Scale Teacher of German to join a lively and efficient Department where German and French are taught. The successful applicant will be required to teach first to fifth year classes and will *share with the Head of German* responsibility for G.C.S.E. classes. A communicative approach to language teaching is essential. A commitment to a policy of 'Languages For All' is expected.

Application form and further details (S.A.E. please) available from the Head Teacher at the School. Closing date for completed applications: 27th November, 1987.

Wiltshire is an Equal Opportunity Employer. (47121) 133640

Music

Main Scale Incentive B

BIRMINGHAM
CITY COUNCIL

EDUCATION DEPARTMENT

KINGS NORTON BOYS SCHOOL
Northfield Road, Birmingham B30 1DY

Tel: 021-458 1306

MAIN SCALE + B ALLOWANCE

Head of Music Department required January 1988 or as soon as possible thereafter to maintain a strong tradition of concerts and musical stage productions, as well as to develop academic teaching and peripatetic instrumental work.

Application forms and further details can be obtained from Head Teacher.

Closing date - 27 November 1987.

The City Council welcomes applications from all sections of the community irrespective of race, colour, gender, sexuality or disability. (22282) 133836

ESSEX

WEST HATCH HIGH SCHOOL
High Road, Chigwell IG7 5BT
Tel: 01-504 8216
(Roll 1057)
HEAD OF MUSIC - INCENTIVE ALLOWANCE B
Required for January or April 1988.
Well equipped department with thriving practically based GCSE and flourishing extra-curricular programme: with steel band, orchestra, choir.
Apply by letter or send for form and details.
Closing date: 25th November 1987. (41831) 133836

SURREY

EDUCATION COMMITTEE
HORSELL HIGH SCHOOL
Morton Road, Horsell, Woking GU21 4TJ
(12-16 mixed comprehensive, NOR 800)
Main Scale + Incentive Allowance Rate B £1,002 (formerly Scale 3)
Required for January or April 1988, HEAD OF EXPRESSIVE ARTS. A suitably qualified and experienced teacher is required to teach Music throughout the school to GCSE and to co-ordinate the development of the Arts within the curriculum and through links with contributory schools and 16+ establishments.
Further details and application forms from the Headteacher, to whom they should be returned as soon as possible. (41902) 133836

Main Scale

AVON COUNTY

BRISLINGTON SCHOOL
Hungerford Road, Bristol BS4 5EY
Tel: (0272) 773661
Required from 1st January 1988 a teacher of Music, fixed term contract to 10th April, 1988. The appointee will be required to offer a teaching commitment mainly in the Department together with some commitment to extra curricular work.
Further details (SAE) available from the Head, to whom letters of application should be sent enclosing a curriculum vitae and names and addresses of two professional referees.
Closing date 30th November 1987.
Avon as an Equal Opportunities Employer considers applicants on their suitability for the post regardless of sex, race, disability or sexual orientation. (15577) 133840

BIRMINGHAM
CITY COUNCIL

EDUCATION DEPARTMENT

MAIN SCALE

STOCKLAND GREEN
Slade Road, Birmingham B23 7JH

Tel: 021-373 4807

Application forms and further details can be obtained from Head Teacher.

Closing date - 27 November 1987.

The City Council welcomes applications from all sections of the community irrespective of race, colour, gender, sexuality or disability. (22284) 133840

DORSET

KEMP WELCH SCHOOL
Herbert Avenue, Parkstone, Poole BH12 4HS
(Age range 12-16)
Required January or Easter 1988. Teacher of Music (Main Scale) to teach at all levels up to G.C.S.E. A bias towards woodwind would be an advantage.
Further details and application forms from Headteacher (s.a.e. please). (41942) 133840

HARROW
EDUCATION COMMITTEE

CANONS HIGH SCHOOL
Sheldon Road, Edgware, Middlesex HA8 6AN

Tel: 01-952 1614

Required for January 1988 at this comprehensive mixed High School a full-time (or parttime) teacher(s) who can add to our 'Arts in School' programme in one or more of the following areas:

Art, Drama, Music and/or Physical Education (especially Dance).

For further details please see advertisement under 'Secondary - Music - MDE. (10780) 133840

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
NORTH WEST KENT AREA
NORTHFLEET SCHOOL FOR BOYS
Colyer Road, Northfleet, Kent DA11 8AQ
Required at Easter, or January if possible, to take charge of the Department, and continue the development of music in this popular Thames-side High School of 920 boys. The post will provide an excellent opportunity for a teacher with initiative and commitment to gain valuable experience in a school noted for its developmental approach. Possibility of Allowance in due course.
Letters of application with C.V. and referees, to the Headmaster, Mr J.M.E. Hassett, M.A., who will provide further details on receipt of an S.A.E.
Closing date: 27.11.87.
Possibility of help with temporary housing in approved cases. [illegible] 133840

SANDWELL
METROPOLITAN BOROUGH COUNCIL

TIVIDALE COMPREHENSIVE SCHOOL

(11-18 Comprehensive)

Required for Easter 1988 or earlier if possible:

MUSIC - Main Scale.

Teacher of Music with subsidiary German.

Keen Musician is required to join a well established Department with large orchestra and varied Musical activities.

Apply by letter stating full curriculum vitae and the names and addresses of two referees, to the Head Teacher, Lower City Road, Tividale, Warley, West Midlands. Closing date 27th November 1987.

An equal opportunity employer.

Canvassing of members of the Authority will disqualify. (10705) 133840

STAFFORDSHIRE

WOODHOUSE HIGH SCHOOL
Highfields Avenue, Amington, Tamworth B77 3JB
Required for January or April, 1988 TEACHER OF MUSIC (Main Scale) to join an energetic and successful department enjoying good facilities. There is a strong tradition of Music in the school and the successful applicant will be able to make a lively contribution to its maintenance and development.
Application forms obtainable from and returnable to the Headteacher (s.a.e.).
Canvassing will disqualify.
Closing date 10 days from publication.
Trade Union membership encouraged.
An equal opportunity employer.
STAFFORDSHIRE COUNTY COUNCIL.
(10738) 133840

BARNET

LONDON BOROUGH
FINCHLEY MANORHILL SCHOOL
Summers Lane, Finchley, London N12 0QG
Tel: 01-368 1783
Co-Educational Comprehensive. Roll 489. 11-16
Required April 1988, or earlier if possible, teacher of Boys' PHYSICAL EDUCATION. In addition candidates should be able to teach Geography in Years 1-3. Removal expenses and separation allowances available.
Apply in writing to Head Teacher with full c.v. and names of two referees. S.A.E. (47077) [illegible]

Pastoral

Main Scale Incentive E

WEST SUSSEX

MILLAIS SCHOOL
Horsham
SENIOR TEACHER (PASTORAL)
Salary: Main Scale + Allowance E £420
Required April 1988 a well qualified and experienced Senior Teacher to join a strong committed management team and to take specific responsibilities in the pastoral area, possibly including the Personal and Social Education Programme. Candidates should also demonstrate awareness and interest in the wider school and curricular issues.
Application form and further details available from the Headmistress, Millais School, Depot Road, Horsham, W. Sussex RH13 5HR (s.a.e. please).
(47033) 134030

Physical Education

Main Scale Incentive B

LINCOLNSHIRE

THE CITY SCHOOL,
Skellingthorpe Road, Lincoln LN6 0EP
Group 11. Roll 950
A lively and committed P.E. teacher Main Scale B is required for April or September 1988 to head a department of four specialists. The School has its own sports hall, gym, swimming pool, squash and tennis courts and extensive playing fields on site. There is a long tradition of school fixtures and house activities at weekends and in the evenings.
Further details and application forms are available from the Headmaster Mr Wilde at the School. Tel: 683564. Closing date 27.11.87. Previous applicants remain under consideration. (10788) 134236

Main Scale

BARNET

LONDON BOROUGH
FINCHLEY MANORHILL SCHOOL
Summers Lane, Finchley, London N12 0QG
Tel: 01-368 1783
Co-Educational Comprehensive. Roll 489
Required April 1988, or earlier if possible, teacher for Girls' PHYSICAL EDUCATION. Physical Education is taught throughout the school and additionally as a GCSE examination subject in Years 4 and 5.
Removal expenses and separation allowances available.
Apply in writing to Head Teacher with full c.v. and names of two referees. S.A.E. (47077) 134240

BOLTON

METROPOLITAN BOROUGH
(An Equal Opportunity Employer)
DEPARTMENT OF EDUCATION AND ARTS
GEORGE TOMLINSON (11-16) SCHOOL
Springfield Road, Kearsley, Bolton BL4 8HY
GIRLS' PE - MAIN PROFESSIONAL GRADE
Temporary teacher required from 1 January 1988 during maternity leave of a permanent member of staff.
Application forms available from the Director of Education and Arts, Paderborn House, Civic Centre, Bolton BL1 1JW to be returned to the Head Teacher at the school by [illegible] November 1987.
(22345) [illegible]

BRADFORD

CITY OF BRADFORD METROPOLITAN COUNCIL
GRANGE UPPER SCHOOL
13-18 Mixed Comprehensive, 1,500 on roll, 160 in years 6 and 7
Reference ET 120787/TES
Required for January 1988 teacher of Physical Education. The post is permanent on the Professional grade and is part-time (0.5 [illegible] week).
The appointed teacher will work mainly on the courses for girls in a well equipped [illegible] that doubles as a [illegible] centre.
Applicants should [illegible] give full support to the [illegible] racist and gender policies of the school and the Local Authority.
Full details of the post, the school, a personal specification and application form may be obtained from the Head, Grange Upper School, Haycliffe Lane, Bradford [illegible] 9ET (sae please), to which completed forms should be returned by Friday 20 November 1987.
Bradford is an equal opportunities employer and welcomes applications from candidates of any race, sex, and disability who meet the requirements. (22160) [illegible]

EALING

LONDON BOROUGH
EDUCATION SERVICE
DRAYTON MANOR HIGH SCHOOL
Drayton Bridge Road, Hanwell W7 1EU
Number on Roll: 1130, 6th Form: 180
Required for January or April 1988, a TEACHER OF [illegible] P.E. willing to take a full [illegible] in the organisation of a [illegible] range of PE/Games activities. Good facilities. Main Scale. £1,215 London Allowance.
Please send brief CV (and SAE) to the Head at the school from whom application forms and further details can be obtained.
Closing date: 27th November 1987.
Ealing Council welcomes applications from all regardless of sex, race, ethnic origin, responsibility for dependants, from people with disabilities and from lesbians and gay men. (10744)

EAST SUSSEX

PORTSLADE COMMUNITY COLLEGE
Chalky Road, Portslade [illegible] 2WS
Mixed Comprehensive Community College: 11-[illegible]
Roll: 1110
From January 1988 or as soon as possible a Teacher of Physical Education on Main Scale [illegible]
Relocation [illegible] approved cases.
Application forms from [illegible] returnable to the Principal (sae please). (47128) [illegible]

ENFIELD

LONDON BOROUGH OF ENFIELD
BROOMFIELD SCHOOL
Wilmer Way, Southgate, London N14 7HY
Roll 1150
Required January 1988, experienced specialist teacher of PHYSICAL EDUCATION [illegible] join forward looking department. Applicants must have [illegible] all round interest in and knowledge of most major [illegible] and be familiar with [illegible] trends. Mixed P.E. is taught [illegible] Years 1 and 2, an [illegible] Scheme operates in the [illegible] School.
This post is particularly suitable for someone [illegible] to gain experience for [illegible] advancement, as the [illegible] appointed will be expected [illegible] have responsibility for [illegible] activities. The ability to [illegible] Dance will be an asset [illegible] school has excellent facilities including Sports Hall [illegible] on site football and [illegible] pitches. In the near [illegible] there will be an all [illegible] flood lit area and a Multi[illegible] London Allowance [illegible]
Application forms and [illegible] (large SAE) [illegible] er details [illegible] able from the Headmaster [illegible] whom they should be returned by 24th November 1987.
An equal opportunity employer. (41894)

Assistant Teachers

Required January 1988 at:

1. CALUDON CASTLE MIXED COMPREHENSIVE SCHOOL, Axholme Road, CV2 5BD. Tel: 0203 444822 (1246 on roll).

Assistant Teacher of MODERN LANGUAGES to teach French and German. Main Scale.

2. PRESIDENT KENNEDY SCHOOL & COMMUNITY COLLEGE, Rookery Lane, Coventry CV6 4GL. Tel: 0203 661416 (1181 on roll).

A well qualified teacher of FRENCH to join a lively and forward thinking department. Main Scale.

Apply by letter together with full curriculum vitae and names and addresses of two educational referees, one of whom should be present/last Head Teacher to the Head at the School, within 10 days of appearance of advertisement. Enclose S.A.E. if acknowledgement required.
Canvassing disqualifies.
We welcome applications from men and women regardless of disability, race or marital status.

City of Coventry

SECONDARY PHYSICAL EDUCATION
continued

ESSEX

BOSWELLS SCHOOL
Burnham Road, Springfield, Chelmsford
Tel: Chelmsford 264451
(Roll 1373)
TEACHER OF BOYS P.E. - MAIN SCALE
Required January 1988
Temporary for one or two terms. Excellent traditions and facilities.
Letters of application and c.v. to Headteacher by 29th November 1987.

SIR CHARLES LUCAS COMPREHENSIVE
Hawthorn Avenue, Colchester CO4 3JL
Tel: Colchester 861217
(Roll 1066)
TEACHER OF P.E. (BOYS) - MAIN SCALE
Required January 1988
To take the full 11-16 age range in a well-equipped department with lots of good ideas.
Apply by detailed letter to the Headteacher.
(41834) 134240

HERTFORDSHIRE

THE JOHN HENRY NEWMAN SCHOOL
Hitchin Road, Stevenage, Herts. SG1 4AE
Tel: 314643
Mixed 11-18 years.
Comprehensive. No. on Roll - 1022
Required in January or as soon as possible thereafter a teacher *of Physical* Education. (Main grade). A teacher with enthusiasm, a wide interest in boys' sports and sympathetic to the integration of boys' and girls' activities, is sought. Further facilities, including a Sports Hall and a full size artificial playing pitch are being developed.
The school is a Catholic foundation and teachers should be sympathetic to the Christian ethos of the school.
Applications should be made in writing to the Headmaster together with the names of two referees, Ref. TES.
Hertfordshire County Council operate a generous relocation and mortgage subsidy in approved cases.
(10724) 134240

HERTFORDSHIRE

THE HIGHFIELD SCHOOL
Highfield, Letchworth, Herts. SG6 3QA
Head: Mr P.A. Jackson
Co-educational 11-18 years (Group 10)
Required immediately to Spring half-term (12th February 1988) TEMPORARY TEACHER OF BOYS' PHYSICAL EDUCATION.
This is a part-time (0.5) appointment and will involve the normal range of P.E./Games teaching during the absence of the permanent post holder. The successful applicant will join a team of experienced and enthusiastic colleagues in providing a full programme of P.E./Games across the age ranges 11-16.
Letter of application with c.v. and naming two referees to the Headmaster. (Tel: 0462 685661). (41850) 134240

HILLINGDON
LONDON BOROUGH OF HILLINGDON

HAYDON SCHOOL
Wiltshire Lane, Pinner, Middlesex HA5 2LX

Number on roll: 105 205 in Sixth Form

Headteacher: D.E. Dobson, B.A., B.Sc.

Required for January 1988, a suitably qualified teacher to teach GIRLS' PHYSICAL EDUCATION in a successful and popular school. This is a temporary post (2 terms) which could become permanent for a suitable candidate.

Haydon School is a mixed six-form entry, 11-18 Comprehensive serving a residential area in the North of the Borough. It has 1105 students on roll of whom about 205 are in the sixth form. The school has a strong tradition in a range of PE activities including hockey, netball, gymnastics and dance. We are hoping to appoint a teacher with a wide interest in PE and a commitment to out of school activities.

Please apply to the Head of the school stating the names and addresses of two referees and enclosing curriculum vitae. A telephone number on which you can be reached would also be appreciated. Closing date: 24.11.87.

Outer London Allowance Payable. (10713) 134240

HUMBERSIDE

PE Teacher (Temp to cover Maternity Leave) A teacher for Girls' PE is required for Jan. 1988 at Hessle High School, Tranby House, Heads Lane, Hessle, North Humberside HU13 0JQ.
Application form and further details from: The Headteacher (SAE please).
Closing Date: 23.11.87.
Humberside County Council working towards Equal Opportunities.
(22298) 134240

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
NORTH KENT AREA
WESTLANDS HIGH SCHOOL
Westlands Avenue, Sittingbourne, Kent ME10 1PF
Co-educational School 11-17 yrs., 1380 pupils on roll
Fully comprehensive in first two years
Required for January 1988, Teacher of Boys PE/Games (Main Scale). Energetic and enthusiastic teacher required to teach up to G.C.S.E. level.
Applications by letter, together with names/addresses of two referees, to the Headmaster from whom further details are available.

EAST KENT AREA
ST ANSELM'S R.C. COMPREHENSIVE SCHOOL
Old Dover Road, Canterbury CT1 3EN
Required January 1988 teacher for Boys Physical Education (Main Professional Grade). Permanent post for suitably qualified applicant or temporary for one term. This mixed all-ability 11-18 school has excellent facilities for PE and Games and a fine record of sporting achievements. Ability to offer some Geography or RE particularly welcome.
Applications by letter with full cv and details of 2 referees to the Headmaster at the school (R.C. candidates should give Parish Priest as 3rd referee). (47109) 134240

MERTON

LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
MERTON IS AN EQUAL OPPORTUNITIES EMPLOYER
All applications will be considered on their merits
TAMWORTH MANOR HIGH SCHOOL
Wide Way, Mitcham CR4 1BP
Head Teacher: Mr G.D.N. Giles, M.A.
No. on Roll: 750, Age Range: 13-18 years
Teacher of Physical Education and Games, with particular reference to Hockey and Netball.
Closing date: 27th November 1987.
Application forms and further particulars of the post available from the Head Teacher at the above address. Please enclose a stamped addressed envelope.
(41933) 134240

NORTH YORKSHIRE

FILEY SCHOOL
Muston Road, Filey, North Yorkshire YO14 0HG
Teacher of BOYS' PHYSICAL EDUCATION (Main Scale) required for January 1988 in this 11-16 comprehensive school with 560 pupils on roll. The person appointed would be expected to teach the full age range.
Application forms and further details (sae please) from the Head Teacher. Closing date 23 November 1987. (41839) 134240

SHROPSHIRE

WROCKWARDINE WOOD SCHOOL
New Road, Wrockwardine Wood, Telford

P.E. SPECIALIST (MAIN SCALE)

Required 1st January 1988, to join successful, forward looking department to contribute to all aspects of the P.E. curriculum, including GCSE work and related Health Fitness.

An interest in Soccer, Basketball and Canoeing, plus strong commitment to extra curricular activities. Temporary for two terms in the first instance.

Application forms and details from the Head (SAE). Closing date 27th November 1987.
(22248) 134240

SHROPSHIRE

BRIDGNORTH ENDOWED SCHOOL
Northgate, Bridgnorth WV16 4ER

11-18 Mixed Comprehensive, 960 on roll

Required for January 1988 for two terms, full-time teacher of Physical Education to teach boys and mixed groups. The department offers a wide programme of activities in excellent joint-use facilities. Main Professional Grade.

Forms and details from the Headmaster. Tel: Bridgnorth 2103. Closing date 18th November. (22246) 134240

SUFFOLK

COUNTY COUNCIL
STRADBROKE HIGH SCHOOL
Stradbroke, Eye IP21 5JN
11-16; Roll 361
Required from January 1988, a temporary or permanent teacher of GIRLS' PHYSICAL EDUCATION. Main Scale. The School has excellent facilities.
Application forms and further details *available from* the Headteacher of the School concerned (s.a.e. please) to whom they should be returned by 30th November 1987. (41882?) 134240

SUNDERLAND

BOROUGH OF SUNDERLAND
EDUCATION DEPARTMENT
BIDDICK SCHOOL
Biddick Lane, Washington NE38 8AL
(Group 10)
Required for January, 1988:-
TEACHER OF GIRLS' P.E. (MAIN SCALE).
The department is committed to the development of health related fitness, mixed teaching, profiling and personal and social development through physical education.
Application forms are obtainable from the headteacher at the school, on receipt of a stamped addressed foolscap envelope, to be returned by 27th November, 1987. (47044) 134240

WALSALL
METROPOLITAN BOROUGH COUNCIL

PELSALL COMPREHENSIVE SCHOOL
Pelsall Lane, Rushall, Walsall, West Midlands

TEACHER OF GIRLS' PHYSICAL EDUCATION
Main Scale

Required January, 1988, or as soon as possible thereafter, to join a progressive department with a strong tradition of mixed P.E. activities. Must be able to offer extra - curricular coaching for girls' team games and to contribute significantly to the teaching of a subject outside the P.E. curriculum. Applicants should indicate in their application form what areas they can contribute to the P.E. curriculum and what other subjects they can offer.

Application forms and further details available on receipt of an S.A.E. from the Headteacher at the school.

Closing Date: 27th November, 1987.

Walsall is working towards equal opportunities. (22270) 134240

SUTTON

LONDON BOROUGH OF SUTTON
GREENSHAW HIGH SCHOOL
Grennel Road, Sutton SM1 3DY
Tel: 01-641 2080
BOYS P.E. - MAIN SCALE (TEMPORARY APPOINTMENT)
Required as soon as possible, a temporary teacher of P.E. in the Boys' section of a successful and flourishing department, preferably until July, 1988, but a shorter period is possible.
Applications by letter, as soon as possible, to the Headteacher, with c.v. and names and addresses of two referees.
An Equal Opportunity Employer. (22299) 134240

TRAFFORD

METROPOLITAN BOROUGH OF TRAFFORD
EDUCATION DEPARTMENT
URMSTON GRAMMAR SCHOOL FOR GIRLS
Newton Road, Urmston M31 3AJ
Tel: 061 748 2875
P.E. - MAIN SCALE
Required from Easter 1988 or sooner if possible to teach P.E. and Dance throughout the School including G.C.S.E. Dance. An interest in outdoor pursuits an asset.
Application forms available from and returnable to the Head. Closing date 27th November 1987.
(47022) 134240

WEST SUSSEX

PHYSICAL EDUCATION TEACHER
CHICHESTER HIGH SCHOOL FOR BOYS
Salary: Main Scale
Required for two terms from *January 1988, to join a very* successful Physical Education and Games Department at this all ability 11-18 boys' comprehensive school with N.O.R. of 1212 and 170 in the Sixth Form.
Application forms and full details from the Headmaster, Chichester High School for Boys, Kingsham Road, Chichester, West Sussex PO19 2EA. (s.a.e. please).
(16670) 134240

Religious Education

Main Scale Incentive B

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
NORTH WEST KENT AREA
ST JOHN'S R.C. COMPREHENSIVE SCHOOL
Rochester Road, Gravesend, Kent DA12 2JW
Required for start of Summer Term 1988 or earlier if possible, Head of R.E. Department. Incentive Allowance B or D according to experience and qualifications.
The Governors are seeking a committed practising Catholic with appropriate teaching experience across the full age/ability ranges to lead this important department and to make a major contribution to the development of the Catholic nature of the School.
Apply by letter (no forms), enclosing full c.v. and names/addresses of two referees to Canon E. Mundy, Chairman of Governors, at the School by Friday 27th November 1987.
Further information from the School.
Possibility of help with temporary housing in approved cases. (47108) 134436

Main Scale

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
EAST KENT AREA
HOLY CROSS R.C. (AIDED) SCHOOL
Ramsgate Road, Broadstairs CT10 1PJ
Required January 1988 or asap thereafter, teacher of Religious Education on M.P.G. Practising Roman Catholic essential. Non-selective mixed secondary school. Temporary post in 1st instance.
Please apply in writing to the Head Teacher at the school with c.v. and details of 2 referees. (47099) 134440

BERKSHIRE

ROYAL COUNTY OF BERKSHIRE
FOREST SCHOOL
Robin Hood Lane, Winnersh, Berks. RG11 5NE
N.O.R. 1060
Required for January, 1988 or as soon as possible afterwards, Main Scale Teacher of Religious Education to teach throughout the age and ability range in this all boys' Comprehensive School. (11-18).
Apply in writing, giving names of two referees, to the Head Master.
Closing date: 23rd November 1987.
Berkshire has a scheme of reimbursement of lodging and removal expenses.
An Equal Opportunity Employer. (41818) 134440

CROYDON
LONDON BOROUGH OF CROYDON

ARCHBISHOP TENISON'S SCHOOL
(Voluntary Aided 11-18 M)

Selbourne Road, Croydon, Surrey CR0 5JQ

Tel: 01-688 4014

Tenable: January 1st 1988

Required for January 1988, initially for two terms, a part time (0.5) teacher of Religious Studies to work with G.C.S.E. and Advanced level groups.

Salary: Main grade.

Applications to and details from the Headmaster at the above address. (47115) 134440

SECONDARY EDUCATION
DEPUTY HEADSHIPS

BEAUFORT COMMUNITY SCHOOL
Holmleigh Park, Tuffley, Glos.
(Mixed 11-18 Group 11)

DEPUTY HEAD

Required for 18th April, 1988. The successful candidate will be expected to join the Senior Management team and be aware of all current educational issues and developments. Although it is envisaged that there will be some "job rotation" the successful candidate will be initially involved with implementing and monitoring a new 14-18 curriculum and with setting up a staff development programme; experience and interest in these areas is essential.
Additional information and application forms are available from the School. (Please enclose S.A.E).
Closing date for applications: 27th November, 1987.

MAIN SCALE

ARLE SCHOOL
Howell Road, Cheltenham.
(6 FE 11-16 Mixed Comprehensive)

HEAD OF MATHEMATICS
(Main Scale Incentive D)

Required for April 1988 a well qualified, experienced and enthusiastic teacher to lead innovative department.
Further details and an application form available from the Headmaster.

CHELTENHAM BOURNSIDE SCHOOL & SIXTH FORM CENTRE
Warden Hill Road, Cheltenham, Glos. GL51 5EF.
Tel: 0242 235555.
(Comprehensive School 1580 pupils, Sixth Form 355)

GRADUATE TEACHER OF CHEMISTRY

Required for January (or Easter) 1988, to teach the subject to GCSE and GCE 'A' levels. Alternatively, applications from graduates able to teach science to Years 1-3 would be considered. The post is permanent and full-time but a temporary, and/or part-time appointment for two terms until July 1988 could be arranged. The salary is Main Scale.
Applications to the Head by Curriculum Vitae as soon as possible please.

PRIMARY EDUCATION
HEADSHIPS

CIRENCESTER COUNTY INFANT SCHOOL
Victoria Road, Cirencester, Glos.
(204 on roll, 5-7 years)

HEAD TEACHER (Group 4)

Required 1st September, 1988.

STRATTON C. OF E. (CONTROLLED) PRIMARY SCHOOL
Thessaly Road, Stratton, Cirencester, Glos.
(180 on roll, 5-11 years)

HEAD TEACHER (Group 4)

Required 18th April, 1988.
Forms and further details for the above two posts from: Chief Education Officer (Ref. TG1), Shire Hall, Gloucester GL1 2TP. (S.A.E. Please).

SPECIAL EDUCATION & PRIMARY

BATTLEDOWN HOSPITAL TEACHING AND ASSESSMENT UNIT
Cheltenham

TEACHER

Required for Nursery/Reception class with effect from Easter or earlier if possible. Nursery/Infant experience essential and some experience of children with special educational needs would be desirable.
Further details from Chief Education Officer, Primary Personnel (TG1), Shire Hall, Westgate Street, Gloucester.

Applications are invited for the following posts from the Summer term 1988.

AUDITORY IMPAIRMENT
AREA SUPPORT TEACHER

For pupils with auditory impairments (Main Scale) to work in primary and secondary schools in the Forest of Dean area of the County and to be based at the Area Resource Centre, Dean Hall School, as a member of the Special Needs, Area Resource Team.
A specialist qualification essential.

DEVELOPMENTAL LANGUAGE DELAY
AREA SUPPORT TEACHER

For primary aged pupils experiencing developmental language difficulties (Main Scale). The successful applicant will be based at the Forest of Dean Area Resource Centre as a member of the Special Needs Area Resource Team and initially work with two identified clusters of pupils from schools in the Lydney and Cinderford areas. This is a newly established post. Infant experience and expertise in the area of early language essential.
A further qualification an advantage.

SPECIFIC LEARNING DISABILITIES
CO-ORDINATOR FOR SPECIFIC LEARNING DISABILITIES

(Main Scale) for a specialist centre to be established at a Gloucester City Primary School. Initially, the successful applicant will be based at the Gloucester City Resource Centre (SEN) and fulfil a peripatetic/support role through responding to the specific needs of identified pupils within their primary classes. Subsequently, pupils will be asked to attend the Area S.L.D. Centre where the Co-ordinator will work as an integrated member of staff of the Primary School.
An appropriate advanced qualification desirable.

All three appointments are for 18th April, 1988.
Further information and application forms etc, from:
Chief Education Officer, Primary Personnel (TG1), Education Department, Shire Hall, Westgate Street, Gloucester.
This is a readvertisement.

GLOUCESTERSHIRE COUNTY COUNCIL
Opportunities

The County Council is an equal opportunities employer and positively welcomes applications from all sections of the community.

Rural Science

Main Scale

POWYS
COUNTY COUNCIL
EDUCATION DEPARTMENT
GWERNYFED HIGH SCHOOL
Tel: Glasbury 445
Mixed, rural Comprehensive, 520 on roll
Required for January, 1988, for two terms on temporary contract, a suitably qualified and experienced Teacher for RURAL STUDIES, JUNIOR SCIENCE and B.TEC PRE-VOCATIONAL STUDIES. Main Scale. (Ref: 475).
Application forms and further particulars can be obtained from the Headteacher, Gwernyfed High School, Three Cocks, Brecon, Powys to whom completed forms should be returned by 9th December, 1987.
The County Council pursues a policy of equality of opportunity. (47050) 134840

Science

Main Scale Incentive B

CHESHIRE
THE KINGSWAY SCHOOL
Foxland Road, Gately, Cheadle, Cheshire SK8 4QA
Tel: 061-428 7706
TEACHER - SCIENCE CO-ORDINATOR
Main Professional Grade plus B Allowance Ref: 3209
Required from 1st January, 1988 or a.s.a.p. thereafter.
A suitably qualified and experienced graduate teacher of Science to share in the management of an innovative department that is developing SSCR policies for a broad and balanced science curriculum, years 1 to 5. The person will be expected to (i) Teach Science throughout the School. (ii) Join the existing departmental Management team. (iii) Provide leadership in the continuing development of the Science curriculum. (iv) Accept as a focus of responsibilities the development of Science courses in years 1 to 3 as part of a fully integrated Science curriculum years 1 to 5: Subject discipline offered is of less importance than the ability to fulfil the above requirements.
Application forms and further details available from and returnable to the Headteacher at the school (Tel: 061 480 4949, Ext. 3813), quoting reference, by 27th November 1987.
Stockport is an Equal Opportunities Employer.
(41897) 134836

EALING
LONDON BOROUGH
EDUCATION SERVICE
GREENFORD HIGH SCHOOL
Ruislip Road, Greenford, Middlesex UB6 9RX
Tel: 01-578 9152
Head: Mrs. M.M. Oliver
(12-19) Group 11 Mixed Comprehensive
TEACHER IN CHARGE PHYSICS
Main Salary Scale plus Incentive Allowance Grade B
Required for January or April 1988.
Teacher of Physics and/or Physical Sciences with Science Technology. The school offers a range of Science Courses including various GCSE, CPVE and has a strong tradition of A Level Science. In the future it is likely to join the Borough's TVEI Initiative and hopes to move towards Modular Science Courses in years 4 - 5. In the Lower School links are already forged between CDT and Science and it is hoped to build on these into the Upper School with the development of Science Technology.
A person with flair and initiative is sought to join a strong team of teachers at a point when considerable development is about to take place within Sciences. Applications from those interested and/or experienced in Process Science, Dual Certification or Science Technology would be particularly welcome.
£1,315 London Weighting.
Relocation expenses payable subject to conditions.
Further details and application forms from the School (SAE please) to be returned by November 27th, 1987.
Ealing Council welcomes applications from all regardless of sex, race, ethnic origin, responsibility for dependents, from people with disabilities and from lesbians and gay men. (10746) 134836

HEREFORD AND WORCESTER
COUNTY COUNCIL
HARRY CHESHIRE HIGH SCHOOL
Habberley Road, Kidderminster, Worcs. DY11 5PQ
HEAD OF PHYSICS
Main Scale + Incentive Allowance B
Required for Easter or September 1988, a Head of Physics able to teach 'O' and 'A' level Nuffield Physics.
Application forms and further details are available from the Headteacher. (S.A.E. please). (22595) 134836

HILLINGDON
LONDON BOROUGH OF HILLINGDON
DOUAY MARTYRS RC SCHOOL
Edinburgh Drive, Ickenham, Uxbridge, Middlesex UB10 8QY
Number on roll: 870 113 in Sixth Form
Headteacher: Mrs M. Stubbs, B.A.
TEACHER OF SCIENCE (PHYSICS) - Main Scale + Incentive Allowance B
Required from January 1988, a well-qualified enthusiastic Science Teacher. A physicist would be preferred but there is the opportunity for some flexibility within the Department. The successful candidate will be expected to teach across the age and ability range. ('A' level work is available for a suitable candidate).
In Years 1 - 3 the Department follows an integrated Science syllabus at GCSE and offers NEA Modular Science (single and double award). Physics, Chemistry and Biology are followed at 'A' Level. The Department has a good record of success in Public Examinations.
Applicants with an interest in developing links with Information & Technology and with experience of Electronics would be particularly welcome.
Douay Martyrs is a thriving 11-18 RX Comprehensive School situated in a pleasant resident area of West London and is well served by good transport links, including the Metropolitan, Piccadilly and Central lines and the M25.
Application forms and further details may be obtained from the school.
Outer London Allowance Payable.
(10711) 134836

SUTTON
LONDON BOROUGH OF SUTTON
GREENSHAW HIGH SCHOOL
Grennell Road, Sutton, Surrey SM1 3DY
Tel: 01-641 2080
(Purpose-built 11-18 co-educational comprehensive school)
HEAD OF CHEMISTRY
MAIN SCALE 'B' ALLOWANCE
Required for 1st January 1988, or as soon as possible thereafter, a Head of Chemistry in a progressive and successful Science Department.
Further details and application form available from the Headteacher.
An Equal Opportunity Employer. (41904) 134836

HERTFORDSHIRE
ONSLOW ST AUDREY'S SCHOOL
Old Rectory Drive, Hatfield
Tel: 64228
Headmaster: Mr M.J.A. Clarke, B.A.
No. on Roll: 686. Mixed Comprehensive
Required for January 1988, or as soon as possible, a teacher to take responsibility for 'A' Level Chemistry within an Integrated Science Department.
The successful applicant will be expected to teach Science throughout the School and Chemistry to the Sixth Form. Interest in the use of micro-computing in Science teaching would be an advantageous.
Possibility of a Scale A allowance for a suitably qualified applicant.
Generous relocation expenses, including mortgage subsidy, in approved cases.
Application forms available from the Head at the School. (s.a.eplease). (10721) 134838

BEDFORDSHIRE
EDUCATION SERVICE
JOHN HOWARD UPPER SCHOOL
Biddenham Turn, Bedford MK40 4AZ
Tel: Bedford (0234) 42521
Required for January 1988, a full-time, Main Scale, Scientist to teach integrated science across the full ability range up to GCSE Level.
This is a temporary post to 31st August 1988.
Application forms and further details from the Headmaster, SAE please.
Bedfordshire is an Equal Opportunities Employer. (47059) 134840

BEDFORDSHIRE
EDUCATION SERVICES
ST. THOMAS MORE R.C. UPPER SCHOOL
Tyne Crescent, Bedford MK41 7UL
Tel: Bedford (0234) 41201
Required for January or Easter 1988, a full-time, Main Scale, enthusiastic Teacher to join an expanding department committed to broad science for all.
A-Level Physics teaching is available for a suitable candidate.
Application forms and further details from the Headmaster, SAE please.
Bedfordshire is an Equal Opportunity Employer.
(47053) 134840

HAMPSHIRE
ST. EDMUND'S SCHOOL
Arundel Street, Portsmouth PO1 1HX
(Catholic Voluntary Aided 11-18 + strong Sixth Form)
Required 4th January 1988 Main Scale part time 7/10ths.
SPECIALIST IN BIOLOGY to replace a teacher on maternity leave.
C.V. and names of two referees to the Headteacher. Closing date 27th November 1987. (15461)

HERTFORDSHIRE
ONSLOW ST AUDREY'S SCHOOL
Old Rectory Drive, Hatfield
Tel: 64228
Headmaster: Mr M.J.A. Clarke, B.A.
No. on Roll: 686. Mixed Comprehensive
Required for January 1988, or as soon as possible, a teacher to take responsibility for 'A' Level Chemistry within an Integrated Science Department.
See under Secondary Science Main Scale 'A' Allowance.
(10722)

Main Scale

AVON COUNTY
GORLAND SCHOOL
Portishead, Bristol BS20 9QR
Required from 1 January 1988, a teacher of Biology (to GCSE Level) and Integrated Sciences (Years 1-3), with the possibility of A Level work in Biology for a suitably qualified and experienced candidate.
Fixed term contract to 31 August 1988.
Letters of applicaton to the Headteacher giving full c.v., names of 2 referees and enclosing a stamped addressed envelope.
Closing date: 30 November 1987.
Avon as an Equal Opportunities Employer considers applicants oon their suitability for the post regardless of sex, race, disability or sexual orientation. (15378) 134840

BARKING AND DAGENHAM
LONDON BOROUGH OF BARKING AND DAGENHAM
EASTBROOK COMPREHENSIVE SCHOOL
Dagenham Road, Dagenham, Essex
(Roll 910)
Required for January 1988:
A Science teacher of energy and enthusiasm to join a stable department of six teachers in purpose-built accommodation.
Warwick Process Science is taught in the lower school.
Possibility of 'A' level Biology for the successful candidate.
Main Scale plus £1,215 per annum Inner London Allowance.
The school is an 11-18 mixed comprehensive on one site situated on the eastern boundary of the London Borough adjoining the Green Belt corridor.
Apply in writing immediately to the Headteacher giving full c.v. and the names and addresses of two referees, one of whom should be your present or immediate past employer.
An equal opportunity employer. (41911) 134840

BEXLEY
LONDON BOROUGH
PICARDY SCHOOL
Erith Road, Belvedere, Kent DA17 6HT
Tel: Erith 41371
Required for January 1988 a teacher of Chemistry preferably with ability to offer some physics. Examination work available. Main Scale entering at a point appropriate to the qualification and experience of the teacher. Tempporary or permanent appointment. The School is an all ability co-educational establishment. There is an emphasis on curriculum development and innovation and staff development/inset is cosidered a high priority.
Apply immediately by telephone to the Head Teacher at the School. (41916) 134840

BOLTON
METROPOLITAN BOROUGH
(An Equal Opportunity Employer)
TURTON HIGH SCHOOL
Bromley Cross Road, Bolton BL7 9LT
(11-18)
BIOLOGY - Temporary Teacher, Main Scale, required from 1.1.88 to teach throughout the school.
Application forms available from the Director of Education and Arts, P.O. Box 53, Paderborn House, Civic Centre, Bolton BL1 1JW. Completed applications to be returned to the Head Teacher at the school by 25th November 1987. (22344) 134840

BRADFORD
CITY OF BRADFORD METROPOLITAN COUNCIL
QUEENSBURY SCHOOL
Mixed 13-18 Comprehensive - 675 pupils on roll
Required for Easter 1988, at this school serving the village of Queensbury, five miles from the centre of the City, A well-qualified teacher of Physics to join a lively and committed Science department. The person appointed will be expected to teach across the age and ability range, including 'A' level. The teaching programme will also include some Chemistry and General Science classes.
This is a permanent, full-time post (Main Professional Grade).
Further particulars and application forms (sae please) may be obtained from Mr K.P. Biggs, Headteacher, Queensbury School, Deanstones Lane, Queensbury, Bradford BD13 2AS to whom completed forms should be returned by 27 November 1987.
Reference ET/22487/TES.
Bradford is an equal opportunities employer and welcomes applications from candidates of any race, sex, age or disability, unless otherwise stated.
(22187) 134840

CHESHIRE
EDUCATION COMMITTEE
WHITBY COMPREHENSIVE SCHOOL
Sycamore Drive, Ellesmere Port, South Wirral L66 3NU
1500 on roll, mixed, large 6th Form
PHYSICS
Required for January 1988, Physics graduate to join a strong department with 4 laboratories, Technician and large 6th form groups. Ability to teach up to 'A' level and to develop links with the Technology Department is desirable.
Applications to Headmaster by Friday 20th November, 1987.
(16644) 134840

EAST SUSSEX
PORTSLADE COMMUNITY COLLEGE
Chalky Road, Portslade BN4 2WS
Mixed comprehensive Community College: 11-18.
Roll: 1110
From January or as soon as possible a Teacher of Biology on Main Scale. To teach Biology up to 'A' level and balanced Science to GCSE.
Relocation grants in approved cases.
Application forms from and returnable to the Principal (sae please). (47129) 134840

HERTFORDSHIRE
DAME ALICE OWEN'S SCHOOL
Dugdale Hill Lane, Potters Bar, Herts. EN6 2DU
No. on Roll: 1073 (Mixed) ... Sixth Form
Voluntary Aided Founded 1613
Trustees: The Worshipful Company of Brewers
TEMPORARY TEACHER OF BIOLOGY
Main Scale plus London Fringe Allowance (£309)
Urgently required for January 1988 a temporary teacher of Biology to teach for one or possibly two terms. The vacancy arises owing to illness. Applicants should be able to teach Biology up to G.C.E. level and should be willing to participate in the teaching of an Integrated Science Course in Years 1 and 2.
Excellent facilities ... on attractive Green Belt site within easy reach of Central London.
Applications in writing, with C.V. and names of two referees) as soon as possible to the Head Master, Mr. ... Bolton, M.A., (Oxon) ... whom further details are available. Telephone enquiries welcome. Tel: Potters Bar ... 43441. (22373)

HERTFORDSHIRE
RICKMANSWORTH SCHOOL
Scots Hill, Croxley Green, Rickmansworth
Roll: 940 mixed all ability ... in 6th form
Required January, for ... terms but could be permanent for a suitably experienced candidate. Part time ... ment will be considered. Graduate to teach CHEMISTRY throughout the school to A level. Science is ... taught as separate subjects ... well equipped laboratories but the introduction of ... and Modular GCSE ... there are opportunities ... involvement in the development of new courses. ... Scale + Land fringe allowance £309. Generous relocation package available.
Apply by letter to Headmaster giving curriculum vitae ... names and addresses of ... referees. (41555)

HILLINGDON
LONDON BOROUGH OF HILLINGDON
BISHOP RAMSEY C.E. SCHOOL
Warrender Way, Ruislip, Middlesex HA4 ...
Number on roll: 1060, ... in Sixth Form
Headteacher: Miss P. Chadwick, M.A.
Required for January 1988, or as soon as possible, an enthusiastic teacher of PHYSICS to join a well established Science Department in this over subscribed ... Anglican Comprehensive School, situated in ... pleasant area of ... London.
Please apply in first instance by letter to the Head ... School stating the ... and addresses of two referees. Closing ... 27.11.87.
Outer London Allowance Payable. (10710)

Main Scale Incentive A

BARNET
LONDON BOROUGH
EAST BARNET SCHOOL
Chestnut Grove, Cat Hill, East Barnet, Herts. EN4 8PU
Tel: 01-440 4162
Co-educational Comprehensive. Roll 982. Sixth Form 160
Near Cockfosters tube station and New Barnet B.R. station
Required April 1988, or earlier if possible, to join a flourishing department, a SCIENCE graduate qualified to teach combined science with biology and/or physics. 'A' level work available in biology. This post carries an incentive allowance of £501 (A).
Applications for a short contract, or part-time work, for the remainder of the academic year will be considered.
The Science Department has ten laboratories and five technicians.
Removal expenses and separation allowances available.
Apply in writing to Head Teacher with full c.v. and names of two referees. S.A.E.
Director of Education Services, (10766) 134838

BARNET
LONDON BOROUGH
WOODHOUSE SIXTH FORM COLLEGE
Woodhouse Road, North Finchley, London N12 9EY
Tel: 01-445 1210
500 Students: 16-19 mixed. Open access
Required April 1988, or earlier if possible, BIOLOGY Specialist to teach A Level and GCSE Biology.
Removal expenses and separation allowances available.
Further details and application form from the Principal (s.a.e).
Director of Educational Services. (10760) 134840

BERKSHIRE
ROYAL COUNTY OF BERKSHIRE
BEECHWOOD SCHOOL
Long Readings Lane, Slough SL2 1QE
N.O.R. 460
Required for January 1988, a teacher of Science at this well equipped, co-educational school. A grade A allowance may be applicable to the post.
A commitment that stresses balance in the sciences, outgoing enthusiasm for the subject and an interest in students of all abilities are essential.
Applications, including CV and details of two referees, to the Headteacher who will be pleased to discuss the details of the vacancy. (Tel: Slough 20473).
Closing Date: 23 November 1987. (41808) 134838

BARNET
LONDON BOROUGH
FINCHLEY CATHOLIC HIGH SCHOOL
Woodside Lane, London N12 8TA
Tel: 01-445 0105
V.A. Boys' 11-18. Roll 800. Sixth Form 140
Required April 1988, or earlier if possible. Applications are invited from well qualified BIOLOGY/CHEMISTRY graduates to teach the subject throughout the School at all levels in a forward looking and successful department. The post will be particularly suitable for new entrants to the prosession and preference will be given to practising Roman Catholics.
Removal expenses and separation allowances available.
Apply in writing to Head Teacher with full c.v. and names of two referees. S.A.E.
Director of Educational Services. (10762) 134840

BARNET
LONDON BOROUGH
HASMONEAN HIGH SCHOOL
Holders Hill Road, Hendon, London NW4 1NA
Tel: 01-203 1411
V.A. Roll 965. Sixth Form 180
Required April 1988, or earlier if possible, well qualified teacher of PHYSICS and General Science for this school, which has a high academic standard.
Removal expenses and separation allowance available.
Apply in writing to Head Teacher with full c.v. and names of two referees. S.A.E.
Director of Educational Services. (10761) 134840

BARNET
LONDON BOROUGH
FINCHLEY MANORHILL SCHOOL
Summers Lane, Finchley, London N12 0QG
Tel: 01-368 1783
Co-Educational Comprehensive, Roll: 489 11-16.
Required April 1988, or earlier if possible, Teacher of SCIENCE with an interest in teaching Nuffield 13-16 Science and Further Science.
Science and Further Science form the basis of GCSE Courses in Years 4 and 5 with the majority of pupils studying Science for a double certification.
Removal expenses and separation allowances available.
Apply in writing to Head Teacher with full c.v. and names of two referees. S.A.E. (47068) 134840

NEWHAM
LONDON BOROUGH OF NEWHAM
An Equal Opportunity Authority
STRATFORD SCHOOL
Upon Lane, London E7 ...
Head Teacher: St. Hughes
Number on roll: 950
TEACHER OF CHEMISTRY
Required: JANUARY 1988 OR SOON AS POSSIBLE.
A teacher of Chemistry ... required to teach in ... 11-16 multi-ethnic comprehensive educational ... school. The successful candidate will join a large, ... ful and innovative department ... An interest in lower school Science would be an advantage.
LONDON ALLOWANCE £1,215.
Application forms (s.a.e. please) available from ... Head Teacher to whom completed forms should be returned by 24 November 1987.
DIRECTOR OF EDUCATION, Education Offices, 379/383 High Street, Stratford E15 4RD. (22515)

ST. ALOYSIUS' COLLEGE
Hornsey Lane, Highgate, London, N6 5LY.
A Roman Catholic Voluntary-Aided School for 1000 Boys in 11-18+ age range.

HEAD OF PHYSICS
Main Grade plus I.A. 'B'

Required for April 1988, or sooner, an experienced Teacher to lead and co-ordinate the work of a strong and very well equipped Department. Physics is taught to G.C.S.E. and G.C.E. 'A' Level.

Applications in writing to Mr. J.A. Mackersie, Headmaster, By Friday 27th November, '87 with full CV and names and addresses of two referees. Further details will be sent to all applicants.
(53898)

BRENT EDUCATION

TEACHER OF PHYSICS — Main Grade
CARDINAL HINSLEY HIGH SCHOOL, Harlesden Road, NW10 3RN. Tel: 01-965 3947/8497
Required from January 1988 or as soon as possible –
The school Governors invite applications for the post of PHYSICS TEACHER (MPG). The successful candidate would join a well organised department which offers Integrated Science in years 1-5 and Advanced Level Biology, Chemistry and Physics. She/he should be able to offer Physics at Advanced level. The department is generously equipped and has a suite of seven laboratories.
Application forms and further details are available from the Headteacher. Informal visits of prospective candidates are welcomed.

QUALIFIED TEACHERS ARE INVITED TO APPLY FOR THESE POSTS. UNLESS OTHERWISE STATED APPLICATION FORMS (SAE) ARE OBTAINABLE BY CONTACTING THE HEAD TEACHER, RETURNABLE WITHIN 14 DAYS.
Brent is fundamentally committed to multi-cultural education.
London Weighting of £1215 per annum is made.

To: The School/Office TES
Address: ____
I am interested in the post of ____
Please send me further information
Name: ____
Address: ____

SECONDARY SCIENCE
continued

NEWHAM
LONDON BOROUGH OF NEWHAM
An Equal Opportunity Authority
SARAH BONNELL SCHOOL
Deanery Road, London 4LP
Head Teacher: Mrs. C.B. Goodhill
Number on roll: 860
TEACHER OF PHYSICS
Required: AS SOON AS POSSIBLE.
An enthusiastic and well qualified teacher is required to teach Physics to examination classes and General Science to the Lower School.
LONDON ALLOWANCE £1,215 plus Social Priority Allowance.
Application forms (s.a.e. please) available from The Head Teacher to whom completed forms should be returned by 24 November 1987.
DIRECTOR OF EDUCATION, Education Offices, 379/383 High Street, Stratford E15 4RD. (22514) 134840

NOTTINGHAMSHIRE
COUNTY COUNCIL
THE BRUNTS SCHOOL
Woodhouse Road, Mansfield, Notts. NG18 2AA
Mixed: 680 (13-18)
CHEMISTRY (Main Scale)
Required for January, a suitably qualified teacher with some commitment to science courses.
Application forms and further details are available (s.a.e.) from the Head Teacher at the school at the above address.
An Equal Opportunity Employer. (10736) 134840

OXFORDSHIRE
COUNTY COUNCIL
THE CHERWELL SCHOOL
Marston Ferry Road, Oxford OX2 7EE
Group 10 Mixed 13 - 18 Comprehensive 750 on roll 175 in VIth Form
Temporary from 01.01.88 for two terms in the first instance, a teacher of BIOLOGY. Candidates should be able to teach to GCSE and to 'A' level.
Please write immeidately to the school for application form enclosing a c.v. and names, addresses and telephone numbers of two referees. (47207) 134840

OPPORTUNITIES IN DERBYSHIRE

Application forms and further details (SAE please) for the following teaching posts from the Head unless otherwise stated. Closing date for these posts 27 November 1987 unless otherwise stated.

HEADSHIP

Headteacher CO/10/14/P
Group 1
Kniveton CE (C) Primary School, Kniveton, Ashbourne, Derbyshire, DE6 1JJ (Ashbourne 42573) (5-11, NOR 31).
Application forms and further details from Director of Education (SAE please) Education Department, County Offices, Matlock, Derbyshire quoting ref (X/1JK/GL).
Closing date for this post (CO/10/14/P) 4 December 1987.

NURSERY

Nursery Teacher DS/54/10/P
Main Scale
Nightingale Infant School, Amber Street, Derby, DE2 8FT (Derby 48356) (3-7, NOR 284).

PRIMARY

Infant Teacher HW/22/10/P
Main Scale
Teacher responsible for general curriculum development in the infant department. Cromford CE (C) Primary School, North Street, Cromford, Matlock, Derbyshire, DE4 3RG (Wirksworth 2248) (5-11 NOR 111).

SECONDARY

Deputy Head * DS/84/10
Group 11 to take charge of lower school.
Merrill School, Jubilee Road, Shelton Lock, Derby, DE2 9FE (Derby 700249) (11-18 NOR 1010)

Deputy Head * DS/14/1/(A)
Group 10.
An integrated pastoral curricular role in a lively community school committed to a pluralist approach to the curriculum.
Sinfin School, Farmhouse Road, Sinfin, Derby, DE2 3AR (Derby 769174) (11-16 NOR 987)

1. Community Tutor * CE/10/16
Main Scale & Allowance D (JNC Conditions)
To work jointly with Parkfields School.
2. Science * DS/83/10
Main Scale
An ability to teach chemistry to GCSE to cover for maternity leave.
Mickleover School, Morray Road, Mickleover, Derby, DE3 5LD (Derby 516921) (11-16 NOR 542).

1. Music – Main Scale + Allowance B * DS/80/10
2. English – Main Scale * DS/81/10
3. Community Education Tutor * CE/4/9(A)
Main Scale + Allowance D (JNC Conditions)
The School is committed to Youth work, outreach and adult education in the day or evening.
(Readvertisement)
4. Co-ordinator of English Language Support * DS/38/4(A)
Main Scale + Allowance D
To work primarily with bi-lingual pupils. (re-advertisement)
Homelands School, Village Street, Derby, DE3 8DF (Derby 767666 (11-18 NOR 883).

Girls PE HW/27/8
Main Scale
Hadfield School, Newshaw Lane, Hadfield, Hyde, Cheshire, SK14 8DA (Glossop 4544) (11-18 NOR 709).

Girls PE NE/34/5
Main Scale
Bolsover School, Moorsore Lane, Bolsover, Chesterfield, Derbyshire, S44 6XA (Chesterfield 822105) (11-18 NOR 1195).

Music NE/35/5
Main Scale
Teacher with an ability to teach second subject if required.
Westwood School, Springvale Road, Brimington, Chesterfield, Derbyshire. (Chesterfield 472495) (11-16 NOR 973).

Special Needs NE/37/5
Main Scale, Second in department.
William Rhodes School, Hunloke Avenue, Boythorpe, Chesterfield, Derbyshire, S40 2NS (Chesterfield 73458) (11-16 NOR 580).

COMMUNITY EDUCATION

Community Tutor CE/4/9
Main Scale (JNC Conditions)
Teacher with a working knowledge of current trends in Community Education to serve three schools. College CE (A) Primary School, Utoxeter View Road, Derby, DE3 3JS (Derby 44795).

Community Tutor CE/10/20/P
Main Scale (JNC Conditions)
Tutor responsible for development of community education in Tibshelf and the surrounding villages. To cover eight primary schools. Tibshelf Infant School, High Street, Tibshelf, Derby, DE5 5PN (Ripley 872571).

Community Tutor CE/10/19/P
Main Scale (JNC Conditions)
Tutor to develop community education with a group of primary schools – Clay Cross Infant/Junior, Holmgate Primary, Danesmoor Primary and Tupton Hall School, Clay Cross Junior School, Market Street, Clay Cross, Chesterfield, Derbyshire, S45 9JE (Chesterfield 862165).

Community Tutor CE/8/13/P(A)
Main Scale (0.5) (re-advertisement)
Teacher to work with a team of teachers in the development of community involvement. Brimington Junior School, Devonshire Street, Brimington, Chesterfield, Derbyshire (Chesterfield 32505).

SPECIAL NEEDS

Peripatetic Sight Impaired Teacher CO/10/6
Main Scale & Allowance B (Spring Term 1988)
A teacher qualified to teach sight impaired children, to work with all ages of children in Chesterfield and North East Derbyshire. Application forms and further details from The Director of Education, Education Department, (X/IJK/GL) County Offices, Matlock, Derbyshire. (SAE Please).

* "Derbyshire has made proposals to reorganise post-primary provision in 1989 in the Derby area to establish 11-16 schools and 2 tertiary colleges. All teachers appointed to posts indicated * will continue in employment with the Authority after Notices are approved. However in order to assist in the arrangements for appointments at the time or reorganisation they may need to be temporary to school in question".

The Council's policy is that all people receive equal treatment regardless of their sex, marital status, sexual orientation, race, creed, colour, ethnic or national origin, or disability.
(51946)

DERBYSHIRE
County Council
Supports Nuclear Free Zones.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
EAST KENT AREA
QUEEN ELIZABETH'S SCHOOL
Abbey Place, Faversham
A co-educational grammar school of 600 pupils
Required as soon as possible or for January 1988 a teacher of Biology to GCSE level. Initially a temporary post until the end of the Summer Term 1988, it is likely then to become permanent with the strong possibility of A-level work for a suitably qualified candidate.
Applications by letter, including the names of two referees, should be sent to the Headmaster at the school as soon as possible.

NORTH WEST KENT AREA
ST GEORGE'S CHURCH OF ENGLAND SCHOOL
Meadow Road, Gravesend, Kent DA11 7LS
A voluntary mixed all-ability 6-FE, 11-18 School
123 pupils in the sixth form
Headmaster: Keith C. Blackburn, B.D., A.K.C.
Required for January 1988 a temporary teacher of chemistry (MPG) to cover two term secondment with a possibility of a permanent appointment to follow. Chemistry is a popular subject in school particularly as an examination option at both GCSE and 'A' Level.
The successful applicant will be expected to teach GCSE level as well as contributing to lower school combined science.
Apply in writing to the Headmaster giving names, addresses and telephone numbers of two referees.
Closing date: 27.11.87.

NORTH KENT AREA
ST JOHN FISHER SCHOOL
Ordnance Street, Chatham ME4 6SG
11-18 Catholic Comprehensive. 1000 on roll (130 in sixth form)
Required for January 1988 or as soon as possible, Main Scale teacher of Biology and/or Chemistry to work in a large and exceptionally well equipped department with a timetable including both GCSE and 'A' level. The school has been oversubscribed for many years.
Apply as soon as possible by letter with full curriculum vitae and 2 referees. Further details of the school and the post are available from the Headteacher. Tel: (0634) 42811/403826.

EAST KENT AREA
ST ANSELM'S R.C. COMPREHENSIVE SCHOOL
Old Dover Road, Canterbury, Kent CT1 3EN
Required January 1988 for one term, temporary full-time teacher of Science (Main Professional Grade), successful candidate to join very strong Department at this mixed 11-18 comprehensive and will be expected to teach Combined Science to Years 1 and 3.
Applications by letter with full c.v. and details of 2 referees to the Headmaster at the school.

SOUTH KENT AREA
SOUTHLAND'S SCHOOL
New Romney, Kent TN28 8BB
SCIENCE TEACHER
Required for April 1988 (or January if possible), a Science Teacher committed to the development and implementation of BALANCED SCIENCE courses for all. It would be advantageous to be particularly qualified in the physical sciences. The Department has nine members forming an enthusiastic team and offers well-established courses up to advanced level in the three sciences.
The School is fully comprehensive with some 1160 pupils, serving the whole area of Romney Marsh.
Applications should be made by letter to the Headmaster at the School, along with a curriculum vitae and the names and addresses of two referees.
(47107) 134840

KIRKLEES
METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATIONAL SERVICES
RAWTHORPE HIGH SCHOOL
Nether Hall Avenue, Huddersfield HD5 9PG
Ref: 1134
Required from January 1988 for two terms only a temporary teacher of SCIENCE. The successful applicant will be expected to teach across the age and ability range in this 11-16 Comprehensive School. Integrated science is taught in the lower school and leads on to Single and Double Award Balanced Science in years four and five, all pupils studying science throughout their school career. Salary will be paid in accordance with the Teachers Pay and Conditions Act 1987 on the main scale.
Application forms and further details (SAFE please) from the Headteacher at the school to whom completed forms should be returned within 14 days of this advertisement.
Kirklees operates an Equal Opportunities policy, full details of which will be supplied to all applicants.
(22176) 134840

SUFFOLK
COUNTY COUNCIL
STRADBROKE HIGH SCHOOL
Stradbroke, Eye IP21 5JN
11-16; Roll 561
Required from January 1988, a temporary or permanent teacher of SCIENCE, Main Scale. The School has excellent laboratory facilities for teaching Integrated Science.
Application forms and further details available from the Headteacher of the School concerned (s.a.e. please) to whom they should be returned by 30th November 1987. (41878) 134840

NORTHAMPTONSHIRE
WELLINGBOROUGH
WEAVERS SCHOOL
Weavers Road, Wellingborough NN8 3JQ
Main Professional Grade: Physics
Required for January, 1988, a well-qualified graduate to teach Physics from year 4 upwards and to assist in the teaching of Combined/Integrated Science in year 1-3.
The successful applicant would have a share of GCSE work in years 4 and 5 and 'A' level teaching would be available for a suitable candidate.
The vacancy arises due to the promotion of the current holder of the post.
The Science Department possesses eight well-equipped laboratories, six of which are in a purpose-built science block.
This is an excellent opportunity for a young graduate to join a large, progressive and enthusiastic department.
Weavers Schools is pleasantly situated to the North West of Wellingborough.
Application forms and further details are available from the Headteacher to whom completed forms should be returned within a fortnight after the appearance of this advertisement.

TOWCESTER SPONNE SCHOOL
Brackley Road, Towcester, Northants. NN12 7DJ
Required for January, 1988, for the Spring and Summer Terms at this 11 to 18 coeducational, comprehensive school of 1,046 pupils, including 123 in the sixth form, a temporary teacher of Rural Science and Biology (Main Professional Grade).
The vacant timetable includes Rural Science up to GCSE and Biology in Years 1-3.
The school has well-equipped laboratories in the modern science block and well established courses at all levels.
The school is situated in a pleasant area of South Northamptonshire, within easy reach of Northampton, London (via M1), Milton Keynes, Oxford and Stratford.
Applicaton forms and further details available for the Headteacher at the school (sae please). Closing date 14 days from the appearance of this advertisement.
Northamptonshire welcomes applications regardless of marital status, sex, race and disability.
(15448) 134840

SUTTON
LONDON BOROUGH OF SUTTON
GREENSHAW HIGH SCHOOL
Grennell Road, Sutton, Surrey SM1 3DY
Tel: 01-641 2080
(Purpose-built 11-18 co-educational comprehensive school)
SCIENCE - MAIN SCALE
Required from 1st January 1988 for one or two terms a teacher for 'Process in Science' in Years I and II and Chemistry to GCSE and if possible, 'A' levels. Part-time of full-time negotiable.
Letter of application to the Headteacher with c.v. and names and addresses of two referees as soon as possible.
An Equal Opportunity Employer. (41910) 134840

WEST SUSSEX
HAZELWICK SCHOOL
Crawley
SCIENCE TEACHER
Salary: Scale 1
Required for January 1988 an honours graduate to teach BIOLOGY within the highly successful science department in this well established 12-18 comprehensive school. Nuffield courses are available throughout and teaching across the whole age and ability range will be available for a suitable candidate.
Forms and details from the Headmaster, Hazelwick School, Three Bridges, Crawley, Sussex R10 1SX, on receipt of foolscap S.A.E. Closing date 14 days after appearance of advertisement.
(15483) 134840

WEST SUSSEX
TEMPORARY BIOLOGY TEACHER
STEYNING GRAMMAR SCHOOL
Salary: Main Scale
Required for January 1988 for two terms only, a scientist to teach Biology and Human Biology to years four to six, and modular science to year three. This could be a full or part-time post.
Application forms available from the Headmaster, Steyning Grammar School, Shooting Field, Steyning, West Sussex BN4 3RX (s.a.e. please) or Tel: Steyning (0903) 814555.
(10789) 134840

WEST SUSSEX
BIOLOGY TEACHER
WARDEN PARK SCHOOL
Cuckfield
Salary: Main Scale
Comprehensive NOR 1400
Required for January 1988 Biology Teacher who is willing to join and contribute fully to a department which is moving over to Integrated Science. Temporary appointment pending a permanent appointment to be made Easter 1988.
Application forms available from, Headteacher, Warden Park School, Broad Street, Cuckfield, West Sussex RH17 5DE (s.a.e. please).
(15463) 134840

Leicestershire

Please contact the Headteacher for further details and application forms (s.a.e. please).
Applications are invited from teachers wishing to Job Share, either individually or as a pair.
Asians and Afro-Caribbeans are under represented in this area of the council's work and are therefore particularly encouraged to apply.

SECONDARY
DEPUTY HEAD

BEAUMONT LEYS SCHOOL, Anstey Lane, Leicester LE4 0FL. Head: Mr. P. A. Attard. NOR 855 (11-16).
DEPUTY HEAD Group 11 — Required April 1988. Applications are invited from teachers in senior roles for the challenging and demanding post. The person appointed will be expected to demonstrate professional experience which shows clear evidence of his/her own personal development; problem solving ability and advanced technical expertise.
Closing date: 23rd November 1987.

SECONDARY
MAIN SCALE + TEMPORARY 'B' ALLOWANCE

WYCLIFFE COMMUNITY COLLEGE, Hamelin Road, Leicester LE3 1JN. NOR 532 (11-16).
HEAD OF PERFORMING ARTS — Required April 1988 a musician to lead the work of music, dance and drama throughout the college. There is a spirited and successful tradition in this area. Teaching will be to all ages including GCSE in the Upper School.

MAIN SCALE

BOSWORTH COLLEGE, Leicester Lane, Desford, Leics. LE9 9JL. NOR 1158 (14-18).
MUSIC — Required April 1988 a suitably qualified and experienced teacher to be responsible for music within the Expressive Arts Department. Music is both a core and option subject and is taken at public examination level including 'A' level. Excellent facilities are available.

HAMILTON COMMUNITY COLLEGE, Keyham Lane West, Leicester LE5 5FT. NOR 723 (11-16).
PE — Required as soon as possible, to cover maternity leave, a teacher of Girls' P.E.

NEWARKE SCHOOL, Imperial Avenue, Leicester LE3 1AH. NOR 590 (11-16).
HISTORY/INTEGRATED HUMANITIES — *Required as soon as possible to cover maternity leave, a teacher for History up to GCSE level as well as some Humanities.*

ROBERT SMYTH UPPER SCHOOL, Burnmill Road, Market Harborough, Leics. LE16 7JG. NOR 1185 (14-18).
ENGLISH — Required January 1988 for one year a full-time teacher to teach 4th, 5th and 6th forms 100% course work GCSE's are offered in English Language and Literature, plus 'A' level (Leicester syllabus) English Literature.

PRIMARY
HEADSHIPS

Candidates should be suitably qualified and experienced teachers for the following Headships required for April 1988.

1. HINCKLEY HOLLIERS WALK COUNTY PRIMARY SCHOOL — Group 6.
Large school with mainly Victorian buildings situated in the centre of this town in South-West Leicestershire, catering for pupils aged 5-11 years. Approx 455 on roll.

2. BARWELL NEWLANDS COUNTY PRIMARY SCHOOL — Group 5.
Open plan school (established 1972) situated in this South Leicestershire industrial village catering for pupils aged 5-11 years. Approx 215 on roll.

3. HUGGLESCOTE COUNTY PRIMARY SCHOOL — Group 5.
This school on the South side of Coalville serves mainly private housing and caters for pupils aged 5-11 years. Approx 275 on roll.

4. WHITWICK C.E. (CONTROLLED) PRIMARY SCHOOL — Group 5.
Pleasantly situated modern school in North-West Leicestershire catering for pupils aged 5-11 years. Approx 326 on roll.

5. DONISTHORPE COUNTY PRIMARY SCHOOL — Group 4.
Situated in the North-West of the County in a small mining village, catering for pupils aged 5-11 years. Approx 194 on roll.

6. GROBY (NEW) PRIMARY SCHOOL — Provisionally Group 4.
This new school will open in September 1988 in a pleasant, expanding village on the outskirts of Leicester serving newly developed private housing. Capacity for 240 pupils aged 5-11.

7. HATHERN C.E. (CONTROLLED) PRIMARY SCHOOL AND COMMUNITY CENTRE — Group 3 & Community Allowance
Situated three miles north of Loughborough, close to the Derbyshire border, a pleasant rural school catering for pupils aged 5-11 years. Approx 142 on roll.

8. HIGHAM ON THE HILL C.E. (CONTROLLED) PRIMARY SCHOOL AND COMMUNITY CENTRE — Group 2 & Community Allowance.
Situated in the South-West of the County a pleasant school catering for pupils aged 5-11 years with Community Centre attached. Approx 55 on roll.

Application forms, further details and job descriptions, please state which post(s) — from the Director of Education, County Hall, Glenfield, Leicester LE3 8RF (s.a.e. please) to whom applications should be returned by 30th November 1987.

EQUAL OPPORTUNITIES POLICY. Applications are welcome from people regardless of their race, ethnic origin, religion, sex, marital status or disability; disabled applicants will be guaranteed an interview if suitably qualified and/or experienced, and supported by a recognised agency e.g. a D.R.O.

Social & Political Studies

Main Scale

NEWCASTLE UPON TYNE
CITY OF NEWCASTLE UPON TYNE
EDUCATION COMMITTEE
GOSFORTH HIGH SCHOOL
TEMPORARY TEACHER OF SOCIAL STUDIES/ INTEGRATED HUMANITIES
(Main Scale)

Required from January 1988, for one term in the first instance, a suitably qualified teacher for appointment to the above post.

Application forms from and returnable to the head Teacher, Gosforth High School, Great North Road, Gosforth, Newcastle upon Tyne NE3 2JH by Friday, 27th November 1987. (41887) 135040

Speech and Drama

Main Scale Incentive B

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
NORTH KENT AREA
SITTINGBOURNE,
WESTLANDS HIGH SCHOOL
Westlands Avenue, Sittingbourne, Kent ME10 1PF
Co-educational School, 11-17 yrs. 1380 pupils on roll fully Comprehensive in first two years
Required for January 1988, Head of Drama Department (Main Scale + Incentive allowance B) to teach Drama throughout the school up to G.C.S.E. level. An experienced candidate is required to lead a team of three drama specialists.
Applications by letter, together with names/addresses of two referees, to the Headmaster from whom further details are available. (47106) 135936

Somerset County Council

AN EQUAL OPPORTUNITIES EMPLOYER

Applications are invited from qualified teachers for the following posts. Application form and further details (sae please) from the Head at the school unless indicated otherwise.

SECONDARY EDUCATION

1 HEAD OF ENGLISH (MAIN SCALE + ALLOWANCE D)
2 HEAD OF LOWER SCHOOL (MAIN SCALE + ALLOWANCE D)
3 PART-TIME TEACHER (MAIN SCALE)
4 PART-TIME TEACHER (MAIN SCALE)

Huish Episcopi School, Langport.
(11-16 mixed comprehensive, nor 1170)
1 For April 1988 or earlier if possible. Readvertisement — previous applicants will be reconsidered on request.
2 For April 1988 or earlier if possible, to be responsible for pupils in Years 1 and 2, and to liaise with all partner Primary Schools, and to be a member of the Senior Management team.
For posts 1 and 2 application form and further details (sae please) from the Head at the school quoting reference O2.
3 For January 1988, teacher (8/10ths) for English to GCSE level, with some additional special needs individual and small group work. Temporary for two terms.
4 For January 1988 teacher (7/10ths) for Special Needs pupils — individual and small group work — with some 1st and 2nd Year Humanities class teaching.
For posts 3 and 4 apply by letter to the Head at the school with full cv and the names and addresses of two referees. (sae for further details).

HEAD OF COMMUNITY EDUCATION (MAIN SCALE + ALLOWANCE D)
Crispin School, Street.
(11-16 mixed comprehensive, nor 984)
For April 1988, or sooner if possible, a qualified teacher or community worker to take up this newly designated post. To join a small team of staff responsible for the development of an integrated community education service, incorporating this school, Strode College and Theatre, and Street Youth Club — all sharing the same campus.
Closing date 27th November.
Previous applicants will be reconsidered on request.

HEAD OF GEOGRAPHY (MAIN SCALE + ALLOWANCE B)
Bucklers Mead School, Yeovil.
(11-16 mixed comprehensive, nor 1200)
For April 1988, to work within the framework of the Humanities faculty.
Application form and further details from the Head at the school quoting reference O2. Closing date 4th December.

GEOGRAPHY (MAIN SCALE)
Sexey's School, Bruton.
(11-18 mixed comprehensive, nor 400)
For January 1988. Involvement in field work is vital. This post could also be combined with appropriately rewarded residential responsibilities.
Application form and further details (sae please) from the Head at the school quoting reference O2.

MIDDLE EDUCATION
1 TEACHER (MAIN SCALE)
2 SCIENCE (MAIN SCALE)
Danesfield CE VC School, Williton.
(9-13 mixed middle school, nor 358)
1 Required as soon as possible in 1988, for developing course in Home Economics and Art combined. Excellent facilities.
2 For April 1988, to be second in department. Well developed OCEA science course. Excellent facilities and support. Willingness to teach some mathematics, information technology and games an advantage.
Application form and further details (sae please) from the Head at the school quoting reference O2. Closing date 30th November.

PRIMARY HEADSHIP
HEADTEACHER GROUP 4
Stoberry Park Junior School, Wells (nor 182)
For April 1988.
Application form and further details (large sae please): from the Staffing (T) Section, Education Department, County Hall, Taunton, Somerset, TA1 4DY. Closing date 23rd November.

PRIMARY DEPUTY HEADSHIP
DEPUTY HEAD (GROUP 3)
Chewton Mendip CE VA Primary School, Chewton Mendip, Bath (nor 99)
For April 1988, teacher with full Primary experience. Applicants are asked to specify curriculum strengths/expertise/enthusiasm. Governors will prefer a teacher with Christian commitment. Closing date 16th November.

OTHER APPOINTMENTS
HEAD OF CENTRE (MAIN SCALE + ALLOWANCE C)
Sedgemoor Centre, Bridgwater.
For 11th April 1988. Following the promotion of the current postholder, a vacancy has arisen at this, the Authority's only off-site unit for fourth and fifth year pupils (boys and girls) with emotional and behavioural disorders.
A person is sought with the qualities, experience and qualifications to continue the exciting and innovative work of the Centre. The successful applicant will also be expected to contribute to a number of major developments across the service.
Application form and further details (sae please) from the Staffing (T) Section, Education Department, County Hall, Taunton, Somerset, TA1 4DY. Closing date 23rd November.

Main Scale

BEXLEY
LONDON BOROUGH
ERITH SCHOOL
Avenue Road, Erith, Kent DA8 2HX
Tel: Dartford 348231/6
Required from January 1988 a Part time teacher of Drama (90%). Courses are provided up to GCSE level in the subject.
Apply immediately to the Head Teacher at the School from whom application forms are available. (41917) 135240

BRADFORD
CITY OF BRADFORD METROPOLITAN COUNCIL
WYKE MANOR UPPER SCHOOL
Required for January 1st, 1988, or as soon as possible thereafter, a suitably qualified teacher to take charge of Drama within a progressive and successful Faculty of Communications (MPO).
The school is looking to appoint an enthusiastic and dedicated person to co-ordinate the Work of Drama: further develop Media Studies, and assist with some teaching of English in this 13-18 Upper School.
The successful applicant will be expected to fully implement the school's homework and lifeskills programmes. This school is committed to equality of access for all users.
Application forms and further details are available (sae please) from the Headteacher, Wyke Manor Upper School, Wilson Road, Wyke, Bradford BD12 9PX to whom completed forms should be returned by Friday, 20 November 1987.
Ref. ET 122187/TES.
Bradford is an equal opportunities employer and welcomes applications from candidates of any race, sex, age or disability, unless otherwise stated. (22161) 135240

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
NORTH WEST KENT AREA
NORTHFLEET SCHOOL FOR BOYS
Colyer Road, Northfleet, Kent DA11 8AQ
Required at Easter, or January if possible, a teacher to take charge of Drama and continue its excellent development in this popular Thames-side High School of 920 boys. The post will provide an excellent opportunity for a teacher with initiative and commitment to gain valuable experience in a school noted for its developmental approach. Possibility of an Allowance in due course.
Letters of application, with C.V. and referees, to the Headmaster, Mr J.M.B. Hassett, M.A., who will provide further details on receipt of an S.A.E. Please indicate any other subject(s) you would be able to teach.
Closing date: 27.11.87.
Possibility of help with temporary housing in approved cases.

NORTH KENT AREA
WESTLANDS HIGH SCHOOL
Westlands Avenue, Sittingbourne, Kent ME10 1PF
Co-educational School, 11-17 yrs. 1380 pupils on roll. Fully comprehensive in first two years
Required for January 1988, Teacher of Drama (Main Scale) to teach drama throughout the school up to G.C.S.E. level. Ability to offer some Junior English an advantage.
Applications by letter, together with names/addresses of two referees, to the Headmaster from whom further details are available. (47105) 135240

POWYS
COUNTY COUNCIL
EDUCATION DEPARTMENT
BRECON HIGH SCHOOL
Required for January, 1988, or as soon as possible thereafter, a suitably qualified teacher to teach Drama at G.C.S.E. level and Theatre Studies at 'A' level. This is a temporary part-time post (20/40ths) subject to T.V.E.I. Funding. Main Scale. (Ref: 471).
Application forms and further particulars can be obtained from the Headmaster, Brecon High School, Penlan, Brecon, Powys LD3 9SR (enclosing a stamped addressed envelope) to whom completed forms should be returned by 27th November, 1987.
The County Council pursues a policy of equality of opportunity. (47045) 135240

TVEI

Main Scale Incentive D

DORSET
DORSET TVEI CONSORTIUM
APPOINTMENT OF CURRICULUM SUPPORT TEACHER
EXAMINATIONS MODERATION DEVELOPMENT
Main Scale + Allowance D
The Dorset TVEI Pilot Project commenced in September 1986, and is based upon a consortium of five schools and two colleges in the South and West Dorset area.
The Project is now establishing a team of Curriculum Support Teachers to continue the development of the 14-19 programme.
A further appointment is to be made in the following area:
EXAMINATIONS MODERATION DEVELOPMENT
Applications are invited from teachers who have an understanding of, and a commitment to, the national Criteria for TVEI and have experience in curriculum development. In particular some knowledge and experience in the areas of learning methodology, current assessment techniques associated with GCSE and TVEI and in inservice work for Teachers.
The post will be available from 11 April 1988 or erlier if possible, and will, in the first instance, be until the end of the Pilot Project on 31st August 1991. The Authority will, however, guarantee employment beyond that date without loss of salary.
Application form (returnable by Friday 27 November 1987, and further details from the Staffing Officer, Education Department, County Hall, Dorchester, Dorset DT1 1XJ. (41940) 135632

Other than by Subject Classification

Main Scale Incentive D

LONDON NW1
MARIA FIDELIS CONVENT SCHOOL
34 Phoenix Road, London NW1 1TA
Tel: 01-387 3856
A five form entry comprehensive school for girls on two sites
Required for January 1988 or A.S.A.P.
Experienced teacher as Head of Year, Main Scale + I.A.D. Preference will be given to committed Catholics. External candidates need to offer Geography with another Humanities subject - Maths, P.E. or a combination of these.
The school is conveniently situated between both Euston and King's Cross stations.
Application form available from the Headmistress: Sister Fidelis Gaine, F.C.J. (47136) 135732

Main Scale

AVON COUNTY
ST. BEDE'S R.C. COMPREHENSIVE SCHOOL
Lawrence Weston, Bristol BS11 0SU
(11-16; N.O.R. 663; Mixed)
Required for January 1988.
Teacher for Lower School MATHEMATICS and SCIENCE (Main Scale).
Letters of application (including C.V. and names of two referees) to Acting Head. (15456) 135740

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
WEST KENT AREA
MASCALLS SCHOOL
Gedges Hill, Paddock Wood, Tonbridge, Kent TN12 6LT
8 Form Entry, Group 11, 11-18 Co-ed. Comprehensive (Roll 1320 mixed)
Required for January or Easter, 1988.
ENGLISH - Main Scale. Graduate Specialist, preferably with interest in Media and Drama. One or two terms temporary in first instance, with strong possibility of permanency thereafter.
FRENCH AND GERMAN - Main Scale. Graduate Linguist to teach French and/or German to G.C.S.E. Level. 'A' Level opportunities available.
C.D.T. - Main Scale. Enthusiastic, qualified specialist to join developing department within recently formed Faculty of Creative Studies.
GIRLS P.E. Main Scale. Qualified specialist to share work across full age range. Department of 4 within Faculty of Performing Arts.
Mascalls is a well equipped, over subscribed school in a favoured area.
Apply to the Headteacher, by letter for details, enclosing a s.a.e., Mascalls School, Gedges Hill, Paddock Wood, Kent. (47104) 135740

LONDON NW1
MARIA FIDELIS CONVENT SCHOOL
34 Phoenix Road, London NW1 1TA
Tel: 387 3856
A five form entry comprehensive school on two sites
Required for January 1988 or A.S.A.P.
1) Main Scale Teacher of P.E. Full time.
2) Main Scale Teacher of P.E. part-time 7.
3) Main Scale Teacher of Geography with Religious Studies or another subject.
4) Main Scale Teacher of Mathematics 5.
The school is conveniently situated between both Euston and King's Cross Stations.
Application form available from the Headmistress: Sister Fidelis Gaine, F.C.J. (47136) 135740

WEST GLAMORGAN
COUNTY COUNCIL
LECTURING VACANCIES
See display advert under Colleges of Tertiary and Further Education. (10730) 135740

Peripatetic Posts

ESSEX
PERMANENT UNATTACHED TEACHERS
Required for primary and secondary schools in the West Essex Area covering Harlow/ Epping/Waltham Abbey/ Loughton Areas. These are main professional grade posts, plus allowance in appropriate cases depending on experience and particular expertise.
Please apply to West Essex Area Education Office, St. Johns Road, Epping CM16 5ER. Tel: Epping 76441, Ext. 54. (41839) 135748

Sixth Form Colleges

Headships

ESSEX
COUNTY COUNCIL
New Tertiary College in Epping Forest Area - Appointment of Principal.
See under colleges of Tertiary and Further Education section for further details. (41866) 140010

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES
(An Equal Opportunity Employer)
LECTURER II - PAINTING AND DECORATING
For main advert please refer to Colleges of Tertiary and Further Education. (22291) 140010

SANDBACH SCHOOL

HEAD OF DRAMA

11-18 Group 11 Special Agreement Boys' Comprehensive.

The post falls vacant from Easter 1988. Salary M.P.G. + Allowance A. Interviews will be on 11th December 1987.

Form of application, together with essential details regarding both post and school may be obtained (large SAE please) from The Head Master, Sandbach School, Crewe Road, Sandbach, Cheshire CW11 0NT. Telephone 0270 767321.

Closing Date: 1st December 1987.

Advisory Teacher for Girls' Education

Incentive Allowance 'E' (£4,200)

Required: APRIL 1988

A suitably qualified and experienced teacher to promote curriculum development in the area of girls' education in line with the Authority's commitment to develop non-sexist education. The successful applicant will be expected to have an expertise in an academic area, in which it is important that girls should participate to the full.

London Allowance: £1,215.

Application forms/further particulars (s.a.e. please) available from The Director of Education, to whom completed forms should be returned by 24 November 1987.

Education Offices, 379/383 High Street, Stratford, E15 4RD.
(61922)

LONDON BOROUGH OF NEWHAM
An Equal Opportunity Employer

Main Scale Incentive B

KIRKLEES
METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATIONAL SERVICES
GREENHEAD COLLEGE
Greenhead Road, Huddersfield HD1 4ES
Group 11 mixed open access Sixth form College - 570 on roll
Ref: 1145
Required for Easter 1988, HEAD OF MATHEMATICS DEPARTMENT to be responsible for the continuing development and to teach the subject up to Oxbridge entrance. Salary will be paid in accordance with the Teachers Pay and Conditions Act 1987 on the main scale plus Allowance D.
Application forms and further details (SAE please) from the Principal at the college to whom completed forms should be returned within 14 days of this advertisement.
Kirklees operates an Equal Opportunities policy, full details of which will be supplied to all applicants. (47215) 140040

Main Scale Incentive B

EAST SUSSEX
BEXHILL COLLEGE
Turkey Road, Bexhill-on-Sea TN39 5HF
Sixth Form College: 16-19. Roll: 615
From January: Temporary Main or Part-time Teacher (Main Scale + Allowance B) for two terms to teach 'A' level Economics. Ability also to teach ... would be an advantage.
Relocation grant ... approved cases.
Application by letter to Principal immediately giving full cv and names/addresses of two referees. (47026)

SIXTH FORM COLLEGES
continued

Main Scale

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES
(An Equal Opportunity Employer)
PART-TIME LECTURING - LAW
For main advertisement please see Colleges of Tertiary and Further Education Section. (41882) 140040

SOLIHULL
SOLIHULL SIXTH FORM COLLEGE
Widney Manor Road, Solihull, West Midlands B91 3JG
MAIN GRADE POST
Required for JANUARY, or as soon as possible, teacher of ECONOMICS AND BUSINESS STUDIES to 'A' level, to join large thriving department.
Applications, enclosing a c.v. and names of two referees, shoulf be made directly by letter to the Principal, from whom full details may be obtained, as soon as possible, but to arrive no later than Wednesday, 25th November 1987. (15485) 140040

WEST SUSSEX
COMPUTER SCIENCE TEACHER
HAYWARDS HEATH (SIXTH FORM) COLLEGE
Salary: Main Scale
Required for January 1988, a Teacher of Computer Science to G.C.S.E. Level and A Level. The post provides an opportunity for an enthusiastic teacher to develop his or her interests in computers and their applications in a well-equipped and forward looking department.
Further details and application forms are available from the College Principal, Haywards Heath Sixth Form College, Harlands Road, Haywards Heath, West Sussex, (s.a.e. please) to whom applications should be returned, with curriculum vitae and the names and addresses of two referees by 27th November 1987. (47036) 140040

Multicultural Education

Main Scale Incentive E

BIRMINGHAM
COUNTY COUNCIL
BIRMINGHAM EDUCATION DEPARTMENT
EDUCATION SUPPORT SERVICE
MULTICULTURAL EDUCATION FACULTY
AFRO-CARIBBEAN TEACHING UNIT
CURRICULUM CO-ORDINATOR - Main scale + Allowance E
(Ref. ACTU/1)
In order to support schools and the community, this Unit was set up to work very closely with Afro-Caribbean pupils. You will be expected to show clear leadership and the ability to work as part of a team.
ADVISORY TEACHER - Main scale + Allowance B
(Ref. ACTU/2)
You will work within schools to develop the educational potential of Afro-Caribbean pupils.
For both jobs you should have a thorough knowledge of Caribbean Creoles and a clear grasp of linguistic theory is essential.
MULTICULTURAL DEVELOPMENT UNIT
Main Scale + Allowance B
(Ref. MDU/1)
Six jobs exist for primary and secondary teachers with an interest in developing whole school anti-racist/multicultural policies. Experience of collaborative teaching is an advantage.
SPECIAL EDUCATION UNIT
Main Scale/Main Scale plus Allowance B
(Ref. SP/2)
Two jobs exist for people who have a sound knowledge of language development and current theories relating to bilingualism.
All posts are available immediately.
Application forms and further details are available from: The Staffing Officer, Education Support Service, Bordesley Centre, Stratford Road, Birmingham B11 1AR. Tel: 021-772 4234. Please enclose an S.A.E. Closing date 20 November 1987.
The City Council welcomes applications from all sections of the community irrespective of race, colour, sexuality, disability. (30740) 150030

Main Scale Incentive B

WALSALL
METROPOLITAN BOROUGH COUNCIL
INTER CULTURAL CURRICULUM SUPPORT SERVICE
EDUCATION DEVELOPMENT CENTRE
WEST MIDLANDS COLLEGE OF HIGHER EDUCATION
Gorway, Walsall, West Midlands
ADVISORY TEACHER
Main Scale plus allowance B
Required as soon as possible to be responsible for Multi-Cultural/Anti Racist Education with the special responsibility to develop multi-ethnic performing arts in primary and secondary schools. The applicants should have some knowledge and understanding of the process involved in the education of bi-lingual children. Casual car user allowance is payable.
Application forms and further details available on receipt of an S.A.E. from the Director of Education, Civic Centre, Darwall Street, Walsall, West Midlands WS1 1DQ.
Closing Date: 27th November, 1987.
Walsall is working towards equal opportunities. (10791) 150036

Main Scale

DUDLEY
METROPOLITAN BOROUGH
Equal Opportunities Employer
SIR GILBERT CLAUGHTON SCHOOL
Blowers Green Road, Dudley, West Midlands DY2 8UZ
(12-16 co-ed. comp. Group 10)
Required Summer Term, 1988 or as soon as possible, well qualified and experienced teacher to be prominent in development of mmulticultural education in this 12-16 multiracial school (Main Scale). Teacher will be expected to be flexible in approach and to be able to work co-operatively with classroom teachers. Preferably applicants will have experience of teaching in multi ethnic classroom. Applicants are asked to identify their specialist areas. Applications welcomed from Ethnic Minority teachers.
Section 11 post.
Application forms and details obtainable from and returnable to Headteacher by 27th November. (22274) 150040

KIRKLEES
METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATIONAL SERVICES
WESTBOROUGH HIGH SCHOOL
Stockhill Street, Dewsbury, W. Yorks WF13 2JE
Required for January 1988 for two terms only, a temporary LANGUAGE SUPPORT TEACHER at this 11-16 mixed multicultural school.
Salary will be paid in accordance with the Teachers Pay and Conditions Act 1987 on the main scale.
Application forms and further details (SAFE please) from the Headteacher at the school to whom completed forms should be returned within 14 days of this advertisement.
Kirklees operates an Equal Opportunities policy, full details of which will be supplied to all applicants. (47116) 150040

MERTON
LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
MERTON IS AN EQUAL OPPORTUNITIES EMPLOYER
All applications will be considered on their merits
ROWAN (GIRLS) HIGH SCHOOL
Rowan Road, London SW16 5JF
Tel: 01-764 7179
Head Teacher: Mrs D.G. Haugh
Age Range: 13-18 years
No. on Roll: 541
Required for January, 1988 a Section II Teacher with a sound knowledge of language structure and usage to continue the linguistic development and improvement through the full ability range of New Commonwealth pupils. Most of the support is given within normal lessons and not through withdrawal. There is ample opportunity for integration and involvement in the life of the school.
CLOSING DATE: 27th November, 1987.
Application forms and further particulars of the post are available from the Head Teacher at the above address. Please enclose a stamped addressed envelope. (41985) 150040

Special Education

Headships

BEDFORDSHIRE
EDUCATION SERVICE
WOOTTON UPPER SCHOO
Hall End Road, Wootton, Bedford MK43 9HT
Head Teacher
Required for April 1988.
Group II (Plus an allowance for Special Education Provision - currently £501 per annum).
Estimated number on roll: April 1988 - 879 aged 13-18 years.
Application form and further details from the Chief Education Officer, County hall, Bedford MK42 9AP on receipt of a stamped addressed envelope.
Closing Date: 27th November 1987.
Bedfordshire is an Equal Opportunities Employer. (47052) 160010

CAMBRIDGESHIRE
COUNTY COUNCIL
(An Equal Opportunity Employer)
HUNTINGDON AREA
SPRING COMMON SCHOOL
American Lane, Huntingdon, Cambs.
HEADSHIP
Group 7(s)
Required for this Special School.
Application forms and further details from the Senior Area Education Officer, Gazeley House, Princes Street, Huntingdon, Cambs. Closing date 30th November. (10800) 160010

Deputy Headships (inc. Second Masters/ Mistresses)

BEXLEY
LONDON BOROUGH
WOODSIDE SCHOOL
Woodside Road, Bexleyheath, Kent DA7 6LB
Tel: 0322 529240
Applications are invited for the post of Deputy Head Teacher, Group 7 (s) from experienced and well qualified teachers.
Application forms and further details obtainable from Chief Education Officer for Schools, (T.6), Town Hall, Crayford, Kent DA1 4EN. (41913) 160012

HILLINGDON
LONDON BOROUGH OF HILLINGDON
GRANGEWOOD SCHOOL
Fore Street, Eastcote, Middlesex
(Group 5S)
Headteacher: Mrs B.A. Harris
Required for April 1988, a Deputy Headteacher for this all-age school for pupils with severe learning difficulties. This vacancy arises through the promotion of the existing postholder to the Headship of another school. A suitably qualified and experienced teacher is sought to take an active role in aspects of management and organisation. The person appointed will work closely with the other members of the Senior Management Team, and will assume responsibility for a designated area of the school.
Application forms and further details from the Director of Education, Civic Centre, Uxbridge, Middlesex (Tel: Uxbridge 50431). Closing date 27.11.87.
Outer London Allowance Payable. (10720) 160012

Main Scale Incentive C

ESSEX
KNIGHTSMEAD (SLD) SCHOOL
Portin Close, South Ockenden RM15 5NH
Tel: South Ockenden 852956
(Roll 56)
TEACHER MAIN SCALE - WITH INCENTIVE ALLOWANCE C
Residential Previous applicants automatically considered.
Required January/Easter.
Enthusiastic, experienced teacher with initiative and imagination to undertake some organisational and administrative duties in all-age school for pupils with severe learning difficulties.
Relocation expenses of c. £4,000 available to those who qualify.
Send s.a.e. to Mr J.P. Misra, Headteacher for form and details.
Closing date: 27th November 1987. (41822) 160034

Bentry School (Roll 90)
Heathway, Dagenham, Essex.

Headship Group 6(S)

Required for April 1988 a teacher with wide teaching experience, flexibility of approach, organisational and administrative ability for this Special School catering for the needs of 4+-16 year old M.L.D. and S.L.D. pupils. The school is also involved with outreach support in mainstream schools. The Borough is currently reviewing its Special Educational provision, and the successful applicant will be expected to make an important contribution to this Review.

Visits to the school are essential. (Telephone No. 01 592 2396).

Salary: £20,001 plus £1,215 per annum Inner London Allowance.

Reimbursement of removal expenses in approved cases.

Application forms and further details available from the Chief Education Officer (s.a.e.), Town Hall, Barking, Essex.

An equal opportunity employer. (53339)

Barking & Dagenham Education Department
An Equal Opportunity Employer

Education
Head Teacher

A qualified teacher is required at the following school, which caters for physically handicapped children. The vacancy is created by the retirement of the present Head Teacher, and is vacant from the Summer Term 1988.

Group 6 (S)
FOUNTAINDALE SPECIAL SCHOOL (DAY/RESIDENT)
Nottingham Road,
Mansfield,
Notts, NG18 5BA
Roll: 104

Application forms and further details may be obtained by forwarding a stamped addressed foolscap envelope to the Chief Education Officer at County Hall. Closing date 27 November. Please quote ref. Q18.

An Equal Opportunity Employer.

Nottinghamshire County Council
County Hall · West Bridgford
Nottingham NG2 7QP

INGFIELD MANOR SCHOOL.

Deputy Head Teacher: Group 5(S)

Teachers: Main Scale + Incentive B

Required from January 1988, or as soon as possible thereafter, non-resident teaching staff for this boarding and day school for 45 multiply handicapped pupils currently aged 4-16, but with emphasis on children aged 4-12 who are part of the Ingfield Manor Project. The Project is based upon the principles and practices used in conductive education.

The Deputy Head will be required, *inter alia*, to develop a general curriculum context for the Ingfield Manor Project programmes and should, therefore, be well qualified and experienced. A residential school's allowance of £3,237 is payable in addition.

The teachers will be responsible, as members of an interdisciplinary team, for the management of a group of children. One post will have specific responsibility for the development of an outreach service.

Application Forms and further details obtainable from The Administrative Officer, Ingfield Manor School, Five Oaks, Billingshurst, West Sussex, RH14 9AX. (Tel. 040381-2294).

Closing date 26.11.1987.

(51902)

THE SPASTICS SOCIETY
Putting thought into action
An equal opportunity employer

EDUCATION DEPARTMENT
CLARE SCHOOL, South Park Avenue, Norwich.

SENIOR TEACHER

Number on Roll 106

Required for April, 1988, as a result of the promotion of the present holder, a suitably qualified teacher to be part of the Senior Management Team in this all age mixed day school for physically handicapped pupils (3-19). Salary Main Scale plus allowance C.

The successful candidate will have a number of areas of responsibility including the Post 16 Unit careers and annual reviews. He/she should hold either an Advanced Diploma in Special Education or relevant experience. Informal visits welcomed.

This is a re-advertisement and previous applicants will be reconsidered.

Application form and details can be obtained (s.a.e. foolscap please) from the County Education Officer, Room 32, County Hall, Martineau Lane, Norwich NR1 2DL. Closing date 25th November 1987.

Norfolk County Council

WENTWOOD EDUCATION

Special Education Senior Post

Experienced teacher required for April 1988 to join team teaching students over 16 with mental handicaps. Wentwood Education, founded in 1981, has been a pioneer in providing structured social education in a residential setting to assist school-leavers with mental handicaps to achieve maturity and self-reliance.

Post includes responsibility for sport and leisure activities using community facilities. Good career opportunity. Salary main scale 8 to 10 plus Allowance C.

Apply in writing to the Principal, Wentwood Education, Canon Square, Melksham, Wilts SN12 6LX. (52109)

SPECIAL EDUCATION
continued

Main Scale Incentive B

AVON COUNTY
ADVISORY AND SUPPORT TEACHER FOR SPECIAL EDUCATIONAL NEEDS
Required from 11 April 1988 or earlier if available, a teacher (Incentive Allowance B) with experience of teaching pupils with moderate learning difficulties and/or emotionally and behaviourally disturbed pupils, able to offer advice and active support to colleagues in a variety of settings.
On occasion direct teaching will be entailed: for instance, in teaching alongside a member of staff who has recently taken on responsibility for a special class or until as part of an induction programme.
There will be considerable involvement in in-service training generally, and across a wide area of the County. Car allowance will be payable. An advanced qualification in special education or kindred field is required.
Letters of application should be sent to the Advisers for Special Education, Education Department, PO Box 57, Avon House North, St James Barton, Bristol BS99 7EB, enclosing a full curriculum vitae and giving names of 2 referees.
Closing date: 30th November 1987.
Avon is an Equal Opportunities Employer considers applicants on their suitability for the post regardless of sex, race, disability or sexual orientation. (15375) 160036

BROMLEY
RECTORY PADDOCK SCHOOL
Main Road, Orpington, Kent BR5 3HS
Tel: 0689 70519
For January 1988 for one term, assistant teacher for pupils with severe learning difficulties. Possibility of permanent post becoming available from 11th April 1988. Visits to the school welcome.
Application forms and further details available from Headmaster to whom completed forms should be returned by 24th November 1987. (41893) 160036

BUCKINGHAMSHIRE
COUNTY COUNCIL
VINIO HOUSE SCHOOL
Cressex Road, High Wycombe HP12 4PR
Headteacher: Mrs. A. Court, B.Sc. D.E.P.
Required for January 1988 at this all age school for children with severe learning difficulties, a full time class teacher (Main professional grade + B allowance for special schools) for a Junior class (age range 6-8 years). Training and/or experience with children with severe learning difficulties will be an advantage. Applicants should be enthusiastic teachers, who enjoy working as a member of a team.
Application forms and further information from the Headteacher, Tel: High Wycombe 25728.
In approved cases, the County Council offers of substantial housing and relocation package. (47211) 160036

ESSEX
HIGH VIEW SCHOOL
Lambourne Road, Chigwell IG7 6HY
Tel: 01-500 6660
(Roll 47)
TEACHER - INCENTIVE ALLOWANCE B
Required for 1st January or as soon as possible, at this secondary residential (MLD) School a teacher for the leavers programme and rural studies. Additional duties of average 15 hours per week.
Outer London Allowance £307 per annum.
Application forms and further details from the Headteacher: Interested Applicants are welcome to visit.
(41824) 160036

CLEVELAND
COUNTY COUNCIL
An equal opportunities employer
BEVERLEY SCHOOL FOR THE DEAF
Beverley Road, Middlesbrough, Cleveland TS4 3LQ
(Tel: Middlesbrough 815500)
MAIN SCALE + RATE B
Required for January, 1988, a qualified teacher of hearing impaired children to work in an all age day school which has working links with a local comprehensive school.
Applicants should state any subject areas of specialist knowledge or contribution which can be made to the curriculum. The applicants must have well developed total communication skills or a willingness to quickly acquire such skills.
Consideration will be given to practising teachers without a formal qualification to teach hearing impaired children who would be willing to pursue INSET leading to a BATOD Diploma in Deaf Education.
Previous applicants will be considered.
Application forms and further details obtainable from and returnable to the Head Teacher at the School by 27th November, 1987. Applications by letter should include details of education, training, qualifications and experience together with the names and addresses of two referees. Financial assistance with household removal expenses may be available in approved cases.
(10707) 160036

CROYDON
LONDON BOROUGH OF CROYDON
EDUCATION COMMITTEE
COLDHARBOUR SCHOOL
489 Purley Way, Croydon CR0 4RG
Tel: 01-688 1761
CLASS TEACHER
A Class Teacher is wanted for a group of 10-12 year old pupils with severe learning difficulties. Experience in this field of special needs is essential and the ability to work as part of an interdisciplinary team.
Salary: Main Grade plus Incentive Allowance B.
Tenable: Easter 1988.
Please apply to the Head Teacher for application forms and to arrange a visit.
Closing date: November 20, 1987. (10586) 160036

CROYDON
LONDON BOROUGH OF CROYDON
EDUCATION COMMITTEE
ST. NICHOLAS SCHOOL
Old Lodge Lane, Purley CR2 4DN
Tel: 01-660 4861
Required for January 1988, a teacher to assume responsibility for Physical Education and Games throughout this all-age Day Special School for children with moderate special educational needs.
Please telephone the school for an application form.
Salary: Main Grade, plus Incentive Allowance 'B'
Tenable: January 1988 or as soon as possible thereafter.
Closing Date: 30th November 1987.
(47114) 160036

KNOWLE WEST FAMILY SUPPORT UNIT

We are looking for an appropriately qualified (CQSW or CSS) and experienced person who is willing and able to undertake an imaginative and flexible approach to the care of families less able to cope.
The work calls for a good understanding of emotional needs together with the capacity to work towards meeting them, and the ability to promote good working relationships with persons suffering from complex difficulties and social problems. You will need to have the skills and sensitivity to assist individual families and an outgoing approach to facilitate the maximum response.
The ability to work as a member of an established support unit team is essential as is resilience and the ability to work closely with colleagues in a range of statutory and other services in the Knowle West area of Bristol.
This post is subject to a fixed contract of 2 years.
Salary Scale S.W. 2 under review.
For further information contact: Doreen Cousins on (0272) 631187. Job description and application forms from: Julie Camfield, Personnel Secretary, NCH Regional Office, Holmwood, Channells Hill, Westbury on Trym, Bristol. BS9 3HY.
NCH is a Christian based organisation.

NCH

CUMBRIA
EDEN GROVE SCHOOL
Bolton, Appleby, Cumbria CA16 6AJ
On roll 60; founded 1955; listed by DES; for boys with learning and social difficulties
TEACHER
Required for April 1988. Main Professional Grade ‡ Incentive Allowance B £2,914 p.a. care duty allowance.
We are looking for a skilled, enthusiastic teacher with experience of teaching basic language and number work and able to offer a broad based general education to a class of nine secondary aged boys with moderate learning and some behavioural difficulties. The successful applicant will also be a member of an evening care team working one evening and one weekend day in five.
Eden Grove is a well established independent boarding school used regularly by northern LEA's, set in superb countryside near the Lake District.
For further information contact M. Ince, Head, on Tel: 07683 61346. Applications by letter enclosing cv, testimonials and names of two referees to B.E. Cole, M.A., M.Ed., Principal by 27th November 1987.
Applications are also sought for a temporary general teaching post paid on MPG + Allowance B for January to March 1988. (22876) 160036

DUDLEY
METROPOLITAN BOROUGH
Equal Opportunities Employer
SERVICE FOR HEARING IMPAIRED CHILDREN
Qualified TEACHER of the DEAF required to join above service from January, 1988 or as soon as possible thereafter, initially at the Unit at Ashwood Park Primary School, Wordsley. (Main Grade plus B). Some knowledge and experience of Total Communication Methods essential.
For further details Tel: Brierley Hill 71294.
Application forms and job description from Chief Education Officer, Westox House, 1 Trinity Road, Dudley, West Midlands DY1 1JB returnable by 27th November. (22272) 160036

EAST SUSSEX
TUTORIAL UNIT (WESTERN UNIT)
St Georges House, 43 Dyke Road, Brighton BN1 3JA
Emotionally Disturbed pupils (Special Day Centre) 5-16 years
From January or Easter a Teacher of General Subjects to Main Scale with Allowance B. Experience with emotionally disturbed pupils at secondary level an advantage.
Relocation grants in approved cases.
Further details and application forms from the Teacher-in-Charge (sae please).
(47130) 160036

HAVERING
LONDON BOROUGH OF HAVERING
SPECIAL EDUCATIONAL NEEDS SUPPORT SERVICE
ADVISORY TEACHER FOR THE HEARING IMPAIRED
Following the promotion of the current postholder to a senior position in another Authority, a qualified and experienced teacher of the Hearing Impaired is required for April 1988 or earlier if possible. An additional qualification in audiology is desirable, but not essential.
The post will involve advisory support for pupils in mainstream schools in a geographical area of the borough, together with some responsibility for pre-school parent guidance. The commitment to the philosophy of integration and a knowledge of mainstream curricula are essential. Substantial responsibility for technological aids and involvement in the borough's special needs INSET programme will be expected.
Salary Main Scale plus incentive allowance B plus London Weighting.
Application forms and further details are available (sae please) from the Director of Educational Services (Ref: Staffing/DHT) Mercury House, Mercury Gardens, Romford RM1 3DR. Closing date 27th November 1987.
(15441) 160036

HERTFORDSHIRE
HEATHLANDS SCHOOL FOR DEAF CHILDREN
Heathlands Drive, St. Albans AL3 5AY
Head: Miss E.M. Kennedy
JANUARY 1988 - required 3 Teachers - MPG + Allowance B.
(1) Qualified Teacher of the Deaf for permanent position in the Secondary Department, due to internal promotion.
(2) Teacher to cover Maternity Leave for a period of approximately 6 months in the first instance, again in the Secondary Department.
(3) Teacher required to cover Sick Leave for a period of approx. 6 months in the Primary Department.
Posts (2) and (3) may be suitable for qualified teachers wishing to gain experience of deaf education or for teachers of the deaf wishing to return to work.
Hertfordshire offers a generous scheme of relocation allowances under approved circumstances.
Apply in writing to the Headteacher with c.v. and names and addresses of two referees. (22365) 160036

HILLINGDON
LONDON BOROUGH OF HILLINGDON
GRANGEWOOD SCHOOL
Fore Street, Eastcote, Middlesex
Headteacher: Mrs B.A. Harris
Required for April 1988, an experienced and suitably qualified teacher to work with nursery pupils in this school for children with severe learning difficulties. The salary would be main scale plus 'B' allowance. The person appointed would be a member of a team of teaching and ancillary staff working within the nursery area.
Application forms and further details from the Director of Education, Civic Centre, Uxbridge, Middlesex (Tel: Uxbridge 50431).
Outer London Allowance Payable.
Closing date: 27 November 1987. (10719) 160036

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
EDUCATIONAL SERVICES FOR HEARING IMPAIRED CHILDREN
ASSISTANT TEACHERS OF THE DEAF
Main Scale Plus Allowance B
Vacancies exist for Assistant Teachers of the Deaf in Units for Hearing Impaired Children attached to three secondary schools, in the Chatham, Dartford and Ashford areas.
Applicants should be qualified teachers of the deaf and should have had some teaching experience. No particular curricular interests are necessary but flexibility and adaptability are important.
All teachers of the hearing impaired are expected to make a contribution to the main school in terms of teaching and other duties, so that they are seen as part of the school, although the predominant part of their time will be spent using their teaching of hearing impaired skills with the children in the Unit.
Assistance may be given in approved cases under the County Council's Disturbance Allowance Scheme.
Further particulars and application forms from County Education Officer, Springfield, Maidstone, Kent ME14 2LJ, Tel: Maidstone 671411, Ext. 2443, ref. CSG/P/43, returnable by 26th November 1987. Teachers wishing to first discuss the nature of the work and appointments informally are welcome to telephone the Educational Services for the Hearing Impaired, Tel: Maidstone 671411, Ext. 2471.
(47100) 160036

KINGSTON UPON THAMES
ROYAL BOROUGH OF KINGSTON UPON THAMES
HOLLYFIELD SCHOOL
Surbiton Hill Road, Surbiton, Surrey KT6 4TU
Tel: 01-399 3578
HEAD OF DEPARTMENT for HEARING IMPAIRED CHILDREN
Required for January 1988 (or April) a qualified and experienced Teacher of the Deaf for this fully integrated Department of 15 pupils.
Salary: Main Scale plus Incentive Allowance 'B'.
London Allowance: £795.
Further details and an application form may be obtained from Mrs S.E. Knowles, Audiology Unit at the above address: Completed forms should be returned to her without any delay.
An Equal Opportunities Employer. (41876) 160036

KIRKLEES
METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATIONAL SERVICES
NORTONTHORPE HALL SCHOOL
Busker Lane, Scissett, Huddersfield HD8 9JU
Applications are invited from suitably experienced teachers to work with Junior age children in this co-educational residential establishment catering for children with emotional and behavioural difficulties aged 7-13 years. Candidates are asked to state their own particular expertise. Experience in remedial education, drama, music and/or craft would be an advantage. The post will date from January 1988 or as soon as possible thereafter. Informal visits which are encouraged may be arranged by appointment, with the Headteacher (Tel: 862080).
Application forms and further details (SAE please) from the Headteacher at the school to whom completed forms should be returned within 14 days of this advertisement.
Kirklees operates an Equal Opportunities policy, full details Kirklees operates an Equal Opportunities policy full details of which will be supplied to all applicants.
(41900) 160036

NORTHUMBERLAND
ASHINGTON RIVERBANK SCHOOL
TEACHER FOR SPECIAL CARE CLASS (4-9 YEARS)
A teacher with specialist qualifications and/or good experience of teaching in this area of need is required to commence duties a.s.a.p. (Main Grade + Incentive Allowance 'B').
Application forms and further details send foolscap s.a.e. to the Director of Education, County Hall, Morpeth NE61 2EF, to be returned within fourteen days. (41842) 160036

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES
HEATHFIELD INFANTS SCHOOL
LANGUAGE UNIT
MAIN SCALE TEACHER - B ALOWANCE - Plus £795 Outer London Allowance
See under 'Primary - Professional Grade Incentive B'. (22293) 160036

SANDWELL
METROPOLITAN BOROUGH COUNCIL
ALBERT BRADFORD SCHOOL
Holly Lane, Smethwick, Warley, West Midlands B66 1QN
Head Teacher: Mr. H.G. Smith
Required January 1988 or as soon as possible:-
TEACHER - Incentive Allowance B - suitably qualified and experienced, to teach a group of profoundly physically and mentally handicapped children. Successful applicant will be required to lead a team of three nursery nurses. Experience in a multi disciplinary approach essential. Interest in computer aided learning an advantage.
Application forms and further details (SAE please) from the Head Teacher (021-558 2560). Closing date 27th November 1987.
An equal opportunity employer.
Canvassing of members of the Authority will disqualify. (10702) 160036

STAFFORDSHIRE
ROCKLANDS SCHOOL
Wissage Road, Lichfield WS13 6SW
Required for January, 1988 a TEACHER (Main Scale plus Incentive Allowance B) to join an enthusiastic established multi-disciplinary team in the M.S.H. Unit at this school for pupils with severe learning difficulties. Experience in this specialist area would be an advantage, as would an active interest in full parental involvement.
Application forms obtainable from and returnable to the Headteacher (s.a.e.).
Canvassing will disqualify.
Closing date 10 days from publication.
Trade Union membership encouraged.
An equal opportunity employer.
STAFFORDSHIRE COUNTY COUNCIL. (15443) 160036

Main Scale Incentive A

EALING
LONDON BOROUGH
EDUCATION SERVICE
OAKLAND FIRST SCHOOL
Oaklands Road, Hanwell W7 2DP
Required for January or April 1988, an experienced First School teacher interested in working with children with special education needs in a diagnostic unit within open first school.
Main Salary Scale plus a Grade A incentive allowance. £1,215 p.a. London Allowance.
Visits to the school welcome.
Relocation expenses payable subject to conditions.
Application forms obtainable from the Head at the School, to be returned by 27th November 1987.
Ealing Council welcomes applications from all regardless of sex, race, ethnic origin, responsibility for dependents, from people with disabilities and from lesbians and gay men. (10745) 160036

Main Scale

BEXLEY
LONDON BOROUGH
SCHOOL SUPPORT SERVICE
Required January 1988, a full-time teacher to work mainly with pupils whose first language is not English. Primarily the work will involve supporting pupils from a variety of ethnic background either in schools and/or at a Centre. The person appointed may also be required to support other pupils with a range of S.E.N. The post offers scope for a keen and enthusiastic teacher wishing to contribute to the service offered and liaise with other professionals involved.
Salary: Main Scale.
Application forms and further details available from Chief Education Officer for Schools, (T.6), Town Hall, Crayford, Kent DA1 4EN. (41915) 160040

BEXLEY
LONDON BOROUGH
SCHOOL SUPPORT SERVICE
HOME TUTORS
Applications are invited from qualified teachers, preferably with appropriate experience, to join a pool from which teachers can be called upon, as necessary, to provide home tuition on a sessional basis, for pupils of both primary and secondary age. Teachers will be asked to liaise with the appropriate school in order to provide continuity of curriculum wherever possible.
Salary: Main Scale, pro rata.
Application forms and further details available from Chief Education Officer for Schools (T.6), Town Hall, Crayford, Kent DA1 4EN.
(41914) 160040

BRADFORD
CITY OF BRADFORD METROPOLITAN COUNCIL
TEMPLE BANK SCHOOL
TEACHER OF THE VISUALLY IMPAIRED (SUPPORT TEACHER) MPG plus £1,008 pa
Temple Bank School and Support Service are seeking an experienced teacher who possesses:
1) Experience of Upper School provision;
2) Well established curriculum skills in either Music, Foreign Languages, CDT or Art & Design, or Science or a combination of these;
3 The ability to communicate with and support other teachers; - who wishes to specialise as a Teacher of the Visually Impaired, (Blind and Partially sighted), within the context of the School and Support Service and the Bradford LEA.
It is a DES mandatory requirement that the appropriate qualification course is undertaken by the post holder.
Knowledge of current upper school curriculum developments, techniques of functional assessment, record keeping and teaching by objectives is essential.
Applicants must have their own transport and Casual Car Users Allowance is paid.
Further information and application forms are available from the Headteacher and Head of Service, Temple Bank School, Daisy Hill Lane, Bradford BD9 6BN. Tel: (0274) 41714, to whom completed forms should be returned by ... November 1987.
Reference ET 1217/...
Bradford is an equal opportunities employer and welcomes applications from candidates of any race, sex, age or disability, unless otherwise stated. (22162) 160040

BROMLEY
GODDINGTON SCHOOL
Avalon Road, Orpington, Kent BR6 9ED
Tel: 0689 21205
Required as soon as possible a teacher to work with a small group of behaviourally and emotionally disturbed adolescents for two days per week. Previous experience is not necessary but good discipline, a sense of humour and a commitment to work with children having Special needs are essential.
Details/Applications forms from and returnable to the Head Teacher (large sae), by 27th November 1987.
(39277) 160040

DERBYSHIRE
COUNTY COUNCIL
SPECIAL EDUCATION
Please see composite advert under secondary on page ...
(47006) 160040

DEVON
ST. LUKE'S SCHOOL
Exeter Road, Teignmouth, Devon
Required for January 1988 or soon after, Teacher for General Subjects, also ability to teach Home Economics in this residential school for boys with moderate learning and behavioural difficulties. Experience in MLD teaching essential.
Application (no forms) invited to the Principal by 27th November 1988.
(47228) 160040

DORSET
SPECIAL EDUCATIONAL NEEDS SUPPORT TEACHERS
(MAIN SCALE)
Qualified and experienced teachers with recent classroom experience and knowledge of teaching children with learning difficulties are required from April, to join Dorset's Special Educational Needs Support Service. The Support Service teachers support and teach children with literacy problems in ordinary schools and provide advice and support for teachers in schools.
The vacancies are in the following areas:
BLANDFORD - 1 teacher;
BOURNEMOUTH - 1 teacher.
PORTLAND - 1 teacher.
POOLE - 2.6 teachers.
WEYMOUTH - 1 teacher (from September 1988).
Applicants should hold a full valid driving licence and have a car.
Previous applicants need not reapply, but should write to the address below, headed their letter 'S.E.N.S.S. APPOINTMENTS' and stating for which area they wish to be re-considered.
Application form (return) able by 27 November, from the further details from the Education Staffing Officer, Education Department, County Hall, Dorchester, Dorset DT1 1XJ on receipt of foolscap s.a.e.
(41939) 160040

SPECIAL EDUCATION
continued

ENFIELD
LONDON BOROUGH OF ENFIELD
WAVERLEY SCHOOL
Waverley Road, Enfield, Middx. EN2 7BP
Roll 90
Required January, 1988: (Main Scale).
(a) Full-time permanent teacher for INFANT GROUP.
(b) Temporary full-time teacher for NURSERY GROUP to cover period of maternity leave.
(c) Part-time teacher (0.5) to work with post 14 year olds.
Preference given to applicants with Special qualifications or S.L.D. experience.
Waverley is a Curriculum Award winning School and is the Borough's Computer Centre for Special Needs. Informal enquiries welcome - Tel: 01-363 6552.
London Allowance, £795.
Application forms (large SAE) obtainable from, and to be returned to Head teacher, as soon as possible.
An equal opportunity employer. (47075) 160040

HERTFORDSHIRE
EDWARD JENNER SCHOOL
Hill End Hospital, St. Albans, Herts.
(38)
Main scale teacher required at this small school dealing with disturbed adolescents. Interest in difficult teenagers as important as experience of teaching pupils with special needs. Telephone enquiries and visits welcomed.
Letters of application with c.v. to Head by 28.11.87 (Tel: 0727 31537).
(41861) 160040

HUMBERSIDE
MATHEMATICS/SCIENCE TEACHER Main Scale. Required for January 1988 at Broadgate Hospital Adolescent Unit, Maple House, Broadgate Hospital, Beverley Road, Walkington, Beverley HU17 8RN. A teacher able to teach Mathematics and Science to examination level. A knowledge of typing and an ability to contribute towards computer studies would be an advantage. The hospital unit caters for emotionally disturbed adolescents referred for in-patient psychiatric help. A clean driving licence is necessary to fulfil the duties of the post.
Application form and further details from: Mr J.D. Cox, Teacher-in-Charge at the hospital (SAE please).
Closing Date: 23.11.87.
Humberside County Council - working towards Equal Opportunities.
(22397) 160040

MERTON
LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
MERTON IS AN EQUAL OPPORTUNITIES EMPLOYER
All applications will be considered on their merits
CAMBRIDGE HOUSE SCHOOL
139 Pepys Road, London SW20 8NP
Tel: 01-946 9736
Head Teacher: Mr C. Gibson
Age Range: 5-12 years. No on Roll: 27
Required from January 1988, to cover maternity leave, classroom Teacher for a small group of children with Special Educational Needs (EBD).
Closing date: 27th November 1987.
Application forms and further particulars of the post available from the Head Teacher at the above address. Please enclose a stamped addressed envelope.
(41934) 160040

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
EAST KENT AREA
ST NICHOLAS SCHOOL
Holme Oak, Nunnery Fields, Canterbury
Required January 1988 or asap thereafter, teacher on MPG + SSA to be responsible for group of approx. 10 profoundly handicapped non-ambulant children with severe learning difficulties. Training and experience in the field of severe learning difficulties preferred. Please state special interests.
Informal visit welcome.
Please apply to the Head Teacher at the school (Tel: Canterbury 464 316).
This is a re-advertisement. Previous applicants will be considered.

EDUCATIONAL SERVICES FOR HEARING IMPAIRED CHILDREN
ASSISTANT TEACHER OF THE DEAF - Main Scale plus Allowance B
A vacancy exists for an Assistant Teacher of the Deaf in the Unit attached to Cheriton County Primary School, Folkestone, to work with hearing impaired children of Junior age who integrate for part of the curriculum.
Applicants should be qualified teachers of the deaf and have had some teaching experience.
Assistance may be given in approved cases under the County Council's Disturbance Allowance Scheme.
Further particulars and application forms from County Education Officer, Springfield, Maidstone ME14 2LJ. Tel: Maidstone 671411, Ext. 2443, ref. CSG/P/43, returnable by 26th November 1987. Teachers wishing to first discuss the nature of work and appointment informally are welcome to telephone the Educational Services for Hearing Impaired Children, Maidstone 671411, Ext. 2471. (47101) 160040

NOTTINGHAMSHIRE
COUNTY COUNCIL
COUNTY UNATTACHED STAFF
NETHERGATE SPECIAL SCHOOL
Swansdown Drive, Clifton, Nottingham NG11 8HX
COMMUNITY TEACHER
(Main Scale)
Required from January 1988. Applicants should be energetic and enthusiastic teachers and an interest in and experience of dealing with children with special needs would be an advantage.
Candidates should be experienced and successful secondary teachers who are interested in developing existing home/school/community links in order to enlarge the mutual understanding between the school and the families and neighbourhood which it serves.
Application forms and further details are available (s.a.e.) from the Chief Education Officer, County Hall, West Bridgford, Nottingham NG2 7QP. Closing date 27th November 1987. Please quote Ref: Q19.
An Equal Opportunity Employer. (15452) 160040

NORTHAMPTONSHIRE
NORTHAMPTON
REABURN SCHOOL
Raeburn Road, Northampton NN2 7EU
Teacher of English required at this day special schools for secondary aged children with emotional and behavioural difficulties. An interest in drama and a willingness to accept additional responsibility within the school would be welcome.
Further details and application forms (sae please) from the Headteacher who will welcome informal visits or enquiries (Tel: 0604 716505).
Closing date 2 weeks from the appearance of this advertisement.
Northamptonshire welcomes applications regardless of marital status, sex, race and disability.
(15445) 160040

SUTTON
LONDON BOROUGH OF SUTTON
WANDLE VALLEY SCHOOL
Welbeck Road, Carshalton SM5 1LP
PART-TIME MAIN SCALE TEACHER
Required from January 1988, or as soon as possible thereafter, to teach small groups of pupils who have specific learning difficulties. Groups will largely be of secondary age though some primary age teaching may be required. There will also be an element of individual work, assessing children's reading difficulties.
Wandle Valley School is an all age day special school for pupils with both emotional and learning difficulties.
Potential applicants are advised to contact the school for further details on 01-648 1365 and if possible to make an informal visit.
Application form obtainable from and returnable to the Director of Education, The Grove, Carshalton, Surrey SM5 3AL. Tel: 01-661 5741 (24 hour ansafone service).
Closing date: 20th November, 1987.
An Equal Opportunity Employer. (41856) 160040

TRAFFORD
METROPOLITAN BOROUGH OF TRAFFORD
EDUCATION DEPARTMENT
PERIPATETIC TEACHER
Main Scale plus casual car user allowance
Required from Easter 1988 or sooner if possible, an experienced teacher to provide a service to pupils in ordinary schools who have significant learning/language difficulties.
Application forms available from and returnable to the Chief Education Officer, PO Box 19, Town Hall, Tatton Road, Sale, Greater Manchester M33 1YR. Tel: 061-872 2101, Ext. 3126. Closing date 27th November 1987.
(47024) 160040

WILTSHIRE
Please see display advertisement on Page 40. (39278) 160040

ESSEX
ST. NICHOLAS SCHOOL
Philpott Avenue, Southend on Sea, Essex
Tel: Southend 62323
(Roll 82)
TEACHER - MAIN SCALE
Required January 1988 or as soon as possible thereafter.
Teacher with Home Economics training for secondary age pupils with moderate learning difficulties. Some team teaching in basic skills. Interest in residential expeditions an advantage.
Apply direct to Headteacher. (41823) 160040

Peripatetic Posts

POWYS
COUNTY COUNCIL
EDUCATION DEPARTMENT
PERIPATETIC REMEDIAL SERVICE
Required as soon as possible a part-time Assistant Teacher for Peripatetic Remedial Service (Newtown Area), initially based at Penygloddfa C.P. School. Permanent (19/25ths) appointment. Main Scale. (Ref: 470).
Application forms are available from the Director of Education, The Lindens, Spa Road, Llandrindod Wells, Powys LD1 5HA to whom completed forms should be returned by 27th November 1987.
The County Council pursues a policy of equality of opportunity. (47046) 160048

APPOINTMENTS IN SCOTLAND

SCOTLAND

SCOTTISH INSTITUTE OF ADULT AND CONTINUING EDUCATION
DEVELOPMENT OFFICER
Full time post initially for 14 months on salary scale £11,700 to £13,188, to develop membership services, conferences, publications and other projects. Closing date 23rd November 1987.
Further details from Fiona Buchanan, SIACE, 30 Rutland Square, Edinburgh EH1 2BW Tel: 031-229 0331. (41885) 170000

SCOTTISH EXAMINATION BOARD
SENIOR EXAMINATION OFFICER
Applications are invited for appointment to the post of Senior Examination Officer.
An applicant should be a qualified teacher who has presented for the Scottish Certificate of Education and should have experience of assessment administration with an examining authority. A degree in education would be an advantage.
An applicant must also have the ability to direct major projects and to initiate work which requires a high level of professional capability. The post holder may supervise Examination Officers who have responsibility for the organisation and development of the professional aspects of the SCE and CSYS examinations.
Appointment would be within the scale £20,670 - £22,182 (£21,138 - £22,686 from February 1988) with placing according to current salary and experience.
Application forms and further information may be obtained from the Personnel Officer, Scottish Examination Board, Ironmills Road, Dalkeith, Midlothian EH22 1LE (Tel: 031-663 6601, Ext. 235). Applications must be lodged by 2 December 1987.
(47117) 170000

CENTRAL REGIONAL COUNCIL
An Equal Opportunities Employer
EDUCATION DEPARTMENT
RECTOR (2 posts)
Lornshill Academy, Alloa
Salary Placing will be in accordance with the provisions of Circular SE/40. Currently £27,501.
The roll of the School is currently 1320.
Camelon High School, Falkirk
Salary Placing will be in accordance with the provisions of Circular SE/40. Meantime £23,001.
The roll of the school is currently 314.
The above schools are six year all-through Comprehensive.
PRINCIPAL TEACHER OF HISTORY
McLaren High School, Callander (Tel: Callander 30156)
Responsibility Payment £2,589
PRINCIPAL TEACHER OF REMEDIAL EDUCATION
Balfron High School (Tel: Balfron 40469)
Responsibility Payment £2,382.
Actual salary placing on above appointments will be determined in accordance with the recently negotiated Salaries Agreement.
Further details are available from the Rector of the school. Applications are invited from suitably qualified Teachers registered with the General Teaching Council for Scotland.
Application form available from the Director of Education, Room 206, Education Department, Viewforth, Stirling to whom it should be returned not later than Monday, 30th November, 1987. (51948)

ADVISER
IN
PHYSICAL AND HEALTH EDUCATION
£19428
Applications are invited for this post from appropriately qualified, experienced and registered teachers.
The duties will include major responsibility for in-service training to meet curricular change, the creation of Regional Policy and general advisory work.
Closing date 7 December 1987.
Application forms and further particulars are available from the Personnel Department, Regional Headquarters, Newtown St. Boswells, TD6 0SA. Completed forms should be returned to the Personnel Manager.
(51940)
REGIONAL COUNCIL Borders

SOCIAL SERVICES
MIDFIELD CENTRE SCHOOL, Oakington, Nr. Cambridge
TEACHER
£7,899 — £11,850, plus £1,503 per annum Community Homes Allowance and £3,390 per annum Extraneous Duties Allowance.
Required by January 1988 to teach a small group of difficult and demanding pupils of secondary school age. Ability to develop a core curriculum and offer science and computer skills is sought.
The education unit of this centre provides residential care and education for up to twenty four children with emotional and learning difficulties.
Informal enquiries to Arthur Jones (Principal) or Robert Sproson (Head Teacher) telephone Histon 2438.
Application forms available from Anne Seaton (Personnel), Social Services, St. Regis, Hamilton Road, Cambridge, telephone Cambridge 69731 quoting reference S/1. Closing date for return of forms 1st December 1987.
CAMBRIDGESHIRE
An Equal Opportunity Employer

Tayside Regional Council
EDUCATION DEPARTMENT
TEACHERS OF GAELIC (QUALIFICATION IN ANOTHER SUBJECT IS DESIRABLE)
for
BLAIRGOWRIE HIGH SCHOOL
PITLOCHRY HIGH SCHOOL
(Re-advertisement)
Application forms and further details are available from the Education Department, Staffing Section, Floor 8, Tayside House, Dundee DD1 3RJ to which completed application forms should be returned not later than **MONDAY, 30 NOVEMBER 1987.**
TAYSIDE REGIONAL COUNCIL IS AN EQUAL OPPORTUNITIES EMPLOYER
(51943)

LOTHIAN REGIONAL COUNCIL
DEPARTMENT OF EDUCATION
TEACHING APPOINTMENTS
Applications are invited from registered teachers for the undernoted posts.
SPECIAL EDUCATIONAL SERVICES
TEACHER (SPECIAL NEEDS)
DUMBRYDEN PRIMARY SCHOOL, DUMBRYDEN GARDENS, EDINBURGH
Applications are invited from registered teachers who are interested in working in a mainstream setting with primary pupils who have moderate learning difficulties. Previous experience of special education and a recognised qualification to teach pupils with special needs are essential.
Salary will be in accordance with the current Scottish Teachers' Salaries Memorandum.
An allowance of £420 per annum (Diploma in Special Educational Needs – Recorded Pupils) is payable.
TEACHER (SPECIAL NEEDS)
HAWTHORNDEN PRIMARY SCHOOL, POLTON AVENUE ROAD, BONNYRIGG
Applications are invited from registered and experienced teachers who are interested in working with primary pupils with emotional and behavioural difficulties. Previous experience of special education and a recognised qualification to teach pupils with special needs are desirable.
Salary will be in accordance with the current Scottish Teachers' Salaries Memorandum.
An allowance for teaching maladjusted pupils (presently £660 per annum) is payable.
The following allowance may also be payable if appropriate:-
Diploma in Special Educational Needs (Recorded Pupils) – presently £420 per annum.
SPECIAL CLASS TEACHER
PRESTON LODGE HIGH SCHOOL, PARK VIEW, PRESTONPANS
Applications are invited from registered and experienced teachers who are interested in working with pupils of secondary age with special educational needs. The teacher is required for the special class designated to provide an integrated setting for such pupils. Previous experience of special education and a recognised qualification to teach pupils with special needs are desirable.
Further information may be obtained by telephoning the Head Teacher (4-811170).
Salary will be in accordance with the current Scottish Teachers' Salaries Memorandum.
The following allowance may also be payable if appropriate:-
Diploma in Special Educational Needs – presently £420 per annum. (Recorded Pupils).
Application forms and further particulars may be obtained from the Head of Personnel, Personnel Section, 40 Torphichen Street, Edinburgh EH3 8JJ.
Lothian Regional Council is an Equal Opportunities Employer and will prevent discrimination particularly on the grounds of sex, marital status, disability, race, colour, religion, sexual orientation, nationality or ethnic origin.
Closing date for applications is 27 November 1987.
(51937)

Independent Senior Schools

Headships

HONG KONG
Vacancy for Principal of King George V
See Overseas posts section. (20383) 180010

Deputy Headships (inc. Second Masters/ Mistresses)

BIRMINGHAM
THE FIRST CITY TECHNOLOGY CENTRE
Kingshurst
DEPUTY PRINCIPAL
See the advertisement on Page 58. (22148) 180012

HAMPSHIRE
DITCHAM PARK SCHOOL
Ditcham Park, Near Petersfield GU31 5RN
Following the promotion of the present holder of the post to a Headship, we require for September, 1988 a DEPUTY HEADTEACHER
This is a coeducational day school of 290 pupils, of whom two thirds are in the Senior school (11 - 16 years). The Deputy Headteacher's time is divided equally between administration and the teaching of a GCSE subject.
The School, which is a charitable trust, is known for the value it places on the individual, for its friendliness and for the high standards achieved by its pupils in many different spheres. Working conditions are very favourable. Salary according to the Baker scale, DES superannuation plus reduced fees for the children of staff.
Further details may be obtained from the Headmistress (Tel: 073 085 659).
Letters of application, together with c.v. and names of three referees, should be received not later than Monday 7th December. (47120) 180012

NORTH YORKSHIRE
SCARBOROUGH COLLEGE
Filey Road, Scarborough YO11 3BA
SHMIS co-educational, independent day and boarding school 11-18
The post of Deputy Head will become vacant in September 1988 when Mr W.M. Harvey moves to Bethany School to take up his appointment as Headmaster.
Applications are invited from well qualified, experienced graduate teachers, both men and women. The salary will be around £19,000. Further particulars of the post will be sent on request.
Applications should be lodged with the Headmaster by 4th December 1987. These should take the form of a letter and C.V. giving details of qualifications, experience and teaching subject offered, together with the names, addresses and telephone numbers of three persons to whom reference may be made. (10606) 180012

YORK
THE MOUNT SCHOOL
York (G.S.A.)
300 girls, mainly boarding (over 100 in Sixth Form)
The post of DEPUTY HEAD at this academic Quaker school will become vacant in September 1988 on the retirement of the present holder. We are looking for someone of vision, stamina and dynamism who will make a significant contribution to the school's future development and will be committed to its ideals. While the successful applicant will not necessarily be a member of the Society of Friends, genuine under-standing of and sympathy with the Quaker outlook will be essential.
Salary scale - group 8. Enhanced Baker Scale.
For further details please write to the Headmistress's secretary, Dalton Terrace, York YO2 4DD.
Closing date for applications 7th December 1987. (22143) 180012

By Subject Classification

Art and Design

Heads of Department

HAMPSHIRE
FARNBOROUGH HILL
Farnborough, Hampshire
Catholic Independent Day School for Girls, 11-18 Years Group 9
Required for January or April 1988 HEAD OF ART/ CRAFT, Scale 3, who would be responsible for organising the Department's work throughout the school. Students are prepared for GCSE and 'A' Level Examinations. In addition to painting and drawing, the Department currently offers options in Textile, Ceramics, Photography, Graphics, History of Art, and experience in one or more of these is essential.
Apply in writing with full curriculum vitae, referees, to the Headmistress as soon as possible. (No forms).
This is a repeat advertisement. Previous applicants may re-apply. (22310) 181218

Other Assistants

DORSET
UPLANDS SCHOOL
Independent, mixed, day
Part-time ART
Apply + CV to Head, 40 St Osmunds Road, Parkstone, Poole. BH14 9JY. (15386) 181224

ESSEX
LOUGHTON SCHOOL
Accredited by Independent Schools Joint Council
Required in January teacher to teach Art and Graphical Communications up to G.C.S.E. standard (LEAG).
Salary Scale 2. Outer London Allowance. Government Superannuation.
Small classes.
Applications to: Headmaster, Loughton School, 78 High Road, Loughton, Essex. Tel: 01-508 3512. (22783) 181224

LONDON NW1
Experienced Art teacher required for secondary department (year 1-5) for Wednesday's only. Knowledge of G.C.S.E. Syllabus essential. Hourly rate.
Please Tel: 01-402 0673. SYLVIA YOUNG THEATRE SCHOOL. (22355) 181224

Classics

Other Assistants

ESSEX
FELSTED SCHOOL
CLASSICS
Required for September 1988, a young and enthusiastic graduate to teach LATIN, with the possibility of some GREEK, including some Sixth Form work. The ability to teach another subject up to at least GCSE standard is essential. Ability to help with extra curricular activity an advantage.
Accommodation available. Felsted Salary Scale.
Further details available from, and applications, together with curriculum vitae, quoting the names, addresses and telephone numbers of two referees, should be sent to: The Headmaster, Felsted School, Dunmow, Essex CM6 3LL. (41891) 181624

GLOUCESTERSHIRE
WESTONBIRT SCHOOL
Tetbury
Independent boarding school for girls 11-18 years.
Due to unforseen circumstances, teacher in charge of LATIN required as soon as possible. Latin is taught to all girls in the second year and applicants should be prepared to teach A level.
Please state second subject offered and send curriculum vitae and names of two referees to Mrs. G. Hylson-Smith, Westonbirt School, Tetbury, Glos. GL8 8QG. (22142) 181624

Computer Studies

Other Assistants

HERTFORDSHIRE
ST MARTHA'S SENIOR SCHOOL
Camlet Way, Hadley, Barnet EN5 5PX
Required in January, teacher of Computer Studies for this all girls' Senior School (11-18) of 325 pupils.
Apply with c.v. and names of two referees to Headmistress. (47073) 182024

Craft, Design & Technology

Other Assistants

BEDFORD
THE DAME ALICE HARPUR SCHOOL
Cardington Road, Bedford MK42 0BX
1000+ girls (7-18), 180 in Sixth Form
Required in September 1988, a suitably qualified, experienced and enthusiastic teacher to work in close co-operation with the Art and Design Department and with the Head of Physics.
The successful candidate will develop teaching of technology, which is at present only available to a small number of pupils. It is anticipated that the School will eventually offer GCSE courses in Technology and in Design and Communication. Initially a second teaching subject is required. An interest in teaching Junior Physics and/or Computing would be particularly welcomed.
Salary: Harpur Scale (above Baker) with responsibility allowance. Assistance with removal expenses. Other staff benefits.
Applications, giving full curriculum vitae and the names and addresses of two referees should be sent to the Head Mistress as soon as possible. (22075) 182124

ISLE OF WIGHT
BEMBRIDGE SCHOOL
Isle of Wight
Required for September 1988 a well qualified specialist to teach CRAFT, DESIGN & TECHNOLOGY.
A new C.D.T. department will open in September to replace woodwork and technical drawing departments. This is an ideal opportunity for a young, energetic teacher to start a new subject in the School.
Bembridge is a co-educational boarding school with 350 pupils. Its coastal setting offers excellent opportunity for a wide range of extra-curricular activities. All members of the staff are expected to contribute in this field. Salary based on the Baker Scale.
Apply in writing with full curriculum vitae and the name of two referees to The Headmaster, Bembridge School, Hillway, Bembridge, Isle of Wight PO35 5PH by November 23rd 1987. (47065) 182124

LONDON NW7
MILL HILL SCHOOL
(HMC 540 Pupils)
CRAFT, DESIGN AND TECHNOLOGY
Required for September 1988 a teacher of TECHNOLOGY to establish C.D.T., initially as G.C.S.E. course and leading eventually to examination at A level. A background in Engineering or Applied Science with teaching experience strongly preferred.
The successful applicant will convert existing rooms to a modern building to own requirements.
Mill Hill is situated in a [illegible] acre parkland site, nine miles from central London. The school has its own salary scale, rent free accommodation is usually available.
Further details may be obtained from the Headmaster, Mill Hill School, London NW7 1QS to whom completed applications should be sent including full curriculum vitae and the names of two referees. (22178) [illegible]

ST PAUL'S SCHOOL

HEADSHIP

The Governors of St Paul's Girls' School invite applications for the above post for September 1989 following the retirement of the High Mistress Mrs Heather Brigstocke.

Details of the post and method of application may be obtained from the Clerk to the Governors of St Paul's Girls' School, Mercers' Hall, Ironmonger Lane, London EC2V 8HE.

(50672)

WESTBOURNE SCHOOL FOR GIRLS

HEAD

The Governors invite applications for the post of Head which will become vacant in August 1988 on the retirement of Miss E. K. Henderson. This post will provide a challenging opportunity to the right candidate who should preferably be aged 45 or under.

Westbourne School, founded in 1877, is a day school for girls aged 5 to 18 years and has around 300 pupils. There is a Kindergarten and a Nursery School. The School is fully independent although participating in the Assisted Places scheme. It is situated in the West End of Glasgow.

Full particulars of the School and the post can be obtained from the Secretary: **N. G. Floyd, Esq., CA, 19 Woodside Terrace, Glasgow G3 7XH.**
to whom applications should be sent by Friday 18th December 1987.

Bentham School

Independent Co-educational School for 330 pupils (150 Boarders) aged 6-18. (60 in VIth Form).
Applications are invited for the position of

HEAD

which becomes vacant on 1st September 1988 following the appointment of Mr. R. S. Repper (M.A. Oxon) as Headmaster of Wisbech Grammar School. The present Head is a member of S.H.M.I.S.

Further details and application form can be obtained from the Clerk to the Governors, Bentham School, Bentham, Lancaster LA2 7DB.

(53632)

SCHOLASERVICES
Top Class Teacher Recruitment

A highly personalised service meeting the needs of Independent Schools for well-qualified, experienced and carefully selected teachers:
Examples of appointments available for 1988 include

Head of Co-ed Independent Day School 450 pupils, North West
Head of Infants School, 250 pupils, North West
Senior English & Drama Teacher, North West
Junior Form Teacher, Midlands & North West

Teachers wishing to apply for the above posts or others should send a full CV without delay to

Mrs Jane Ware, Scholaservices Ltd. 17 Winn Road, Lee, London, SE12 9ET
(Tel: 01-857 2617)

(82102)

SACKVILLE SCHOOL

Tonbridge Road, Hildenborough, Tonbridge, Kent TN11 9HN
Tel. Hildenborough (STD. 0732) 838888

Applications are invited from persons with suitable qualifications and experience for the **HEADSHIP** at Sackville School from September 1988.

Sackville is an Independent Day School for boys between the ages of 13+ and 16+ which opened in September 1987 and which it is anticipated will grow to a maximum size of 300 boys.

The School stands in 25 acres of grounds and has excellent accommodation and facilities. Salary negotiable. Further particulars may be obtained from the Clerk to the Governors at the School.

(53697)

HEREFORD CATHEDRAL SCHOOL
(HMC — Day/Boarding — 11-18 Co-educational, 600 pupils)

DEPUTY HEAD

Required for September, 1988
Baker Scale

Further details may be obtained from: Dr. H. C. Tomlinson, Headmaster, Hereford Cathedral School, 29 Castle Street, Hereford HR1 2NN (0432) 273757. Letters of application, including a full curriculum vitae and the names and addresses of two referees should reach the Headmaster by Monday 30th November, 1987.

(53911)

INDEPENDENT EDUCATION
continued

Economics & Business Studies

Other Assistants

GLOUCESTERSHIRE
BREDON SCHOOL
Independent Boys' Boarding & Day (220 pupils, (9-18)
Required for January 1988, GRADUATE to teach Business Studies (Economics, Commerce, Accounts) to 16+ Examination level, GCE 'A', 'AS', GCSE and other levels, to pupils 14-17+. New initiatives are required in this area, and the post will be attractive to those with imagination, enthusiasm and a determination to succeed. Salary, equivalent to the New Main Scale. Initially a Day post, but could be resident later.
Letters of application to The Headmaster, Bredon School, Pull Court, Bushley, Nr. Tewkesbury, Glos. GL20 6AH. Tel: Tewkesbury (0684) 293156. (22848) 182224

HAMPSHIRE
WINCHESTER COLLEGE
A teacher of Economics is required for September 1988.
For further particulars please apply to the Headmaster, Winchester College, Winchester, Hampshire SO23 9NA. (22318) 182224

SUFFOLK
WOODBRIDGE SCHOOL
H.M.C., Co-educational
Required for the Summer Term, 1988, Head of Economics, to be responsible for the teaching and organization of the subject throughout the School. Currently 'A' Level Economics and GCSE Commerce are taught.
This post will require an enthusiastic graduate, male or female, willing to take a full part in the life of this day/ boarding School of 525 pupils.
Salary above Baker, according to qualifications and experience. Possibility of staff housing.
Further details may be obtained from the Headmaster's Secretary, Woodbridge School, Woodbridge, Suffolk IP12 4JH (Tel: 0394 385547).
Applications, together with curriculum vitae and names, addresses and telephone numbers of two referees, should be sent to the Headmaster by Friday, 4th December, 1987. (47088) 182224

English

Other Assistants

ESSEX
NEW HALL SCHOOL
Boreham, Chelmsford CM3 3HT
Required for September, 1988, a teacher of English and Drama to teach in a department with a proven record of achievement in public examinations.
The post would suit an experienced teacher of English at all levels, who could offer to undertake some administrative work within the department in return for a responsibility allowance.
A letter of application and full curriculum vitae should be sent to the Headmistress' Secretary at the above address, from whom further details may be obtained.
Closing date, Monday, 1st December 1987. (22382) 182424

HERTFORDSHIRE
HAILEYBURY AND I.S.C
Hertford
Please see main advertisement in Independent Schools section on Page 77. (20380) 182424

LONDON WC1
DAVIES'S COLLEGE
London WC1B 4BY
Required for January 1988 a part-time A level English Literature teacher (at least 3 full days).
CV to be sent to: Head of English Literature, Davies's College, 66 Southampton Row, London WC1B 4BY. (47085) 182424

SUSSEX
EASTBOURNE COLLEGE
Required for September 1988, an experienced graduate teacher of English to fill a senior academic position in a large and successful department and to act as Theatre Director. The successful candidate will teach throughout the 13-18 age range and co-ordinate all of the drama activity in the school which has a new, fully equipped theatre.
Letters of application, with curriculum vitae and the names and addresses of two referees, should be sent to the Headmaster, Eastbourne College, Eastbourne, E. Sussex BN21 4JX, from which further information can be obtained. (22688) 182424

Geography

Other Assistants

DORSET
CROFT HOUSE SCHOOL
Shillingstone, Blandford, Dorset
Tel: (0258) 860295
Girls' Boarding and Day School, No. on Roll: 200
Required for January or April - Teacher of Geography (Human) to 'A' level, ideally with some experience of GCSE. Ability to teach a second subject, preferably English to GCSE or as individual tuition, essential. National Salary Scale (Main Grade).
Please apply as soon as possible to the Headmistress, giving names and addresses of two referees. (22372) 182624

HERTFORDSHIRE
HAILEYBURY AND I.S.C
Hertford
Please see display advertisement in Independent Schools section on Page 77. (20381) 182624

KENT
Full-time teacher required for Geography/History to G.C.S.E., ability to help with Boys' Games an advantage, in long-established co-educational Independent Grammar School for January 1988.
Apply: Headmaster, Clark's College, 48 Masons Hill, Bromley, Kent. Tel: 01-460 2307. (47138) 182624

LONDON N2
GEOGRAPHY
An excellent opportunity for a full days pay for afternoon teaching only (3¼ hours) to teach Geography up to and including G.C.S.E.
We are an Independent Boys School in North West London.
Apply in writing with full C.V. and references to the Headmaster, Pandea House Grammar School, 250 East End Road, London N2 8AU. (15381) 182624

LONDON SW3
Thomas's is an independent co-educational Senior Preparatory Day school for 5 to 16 year old in Central London. We require a young enthusiastic teacher of Geography and/or Biology starting in January 1988. Full or part-time staff considered, must be qualified and have previous teaching experience up to 16+. Friendly working environment. Baker Scale. DES pension.
Send CV to Mr David Thomas, Thomas's, 15/17 Cadogan Gardens, London SW3 2RL. (47221) 182624

MIDDLESEX
HARROW SCHOOL
A young, enthusiastic graduate is required for September 1988 to teach Geography throughout the School, including 'A' Level. Commitment to fieldwork and an interest in developing the computer and satellite facilities in the newly-opened departmental building would be welcomed.
A willingness to play a full part in the life of boarding school is essential. Harrow has its own salary scale, above Burnham and accommodation is provided.
Applications, with curriculum vitae, quoting three referees should be sent to The Head Master, Harrow School, Harrow on the Hill, from whom further details are available. (10772) 182624

History

Other Assistants

ESSEX
FELSTED SCHOOL
HISTORY
Required for September 1988, a young and enthusiastic graduate to teach History throughout the school. The ability to teach another subject to at least GCSE standard is essential. Ability to help with extra curricular activity an advantage.
Accommodation available. Felsted Salary Scale.
Further details available from, and applications, together with curriculum vitae, quoting the names, addresses and telephone numbers of two referees, should be sent to: The Headmaster, Felsted School, Dunmow, Essex CM6 3LL. (41892) 182824

HERTFORDSHIRE
ST. MARGARET'S SCHOOL
Bushey
Independent, day and boarding, 480 girls
Wanted for January or as soon as possible thereafter, a well qualified and experienced teacher of History and Geography for 11 to 18 year old girls. Accommodation available if required.
Further details may be obtained from the Headmistress's Secretary at the above address or by telephoning 01-950 1548. (47069) 182824

LIVERPOOL
MERCHANT TAYLORS' SCHOOL FOR GIRLS
Crosby, Liverpool L23 5SP
(G.S.A.)
550 girls: 150 in Sixth
Required in JANUARY, initially for two terms but could be permanent, a good Honours graduate to teach HISTORY throughout the school. Experience in GCSE and Advanced Level teaching is essential.
Apply by letter (no forms) to the Headmistress, giving C.V., full details of extra-curricular interests and names of two referees. (22384) 182824

SURREY
CHARTERHOUSE
Well-qualified and experienced HISTORIAN required to teach at all levels through the school from September 1988, and to become Head of Department within 2 years of appointment. An interest in Early Modern or Late Modern period would be an advantage.
Applications, with c.v. and names, addresses and telephone numbers of two referees to the Headmaster, Charterhouse, Godalming, Surrey GU7 2DJ, from whom further particulars can be obtained. (20467) 182824

Mathematics

Heads of Department

ESSEX
NEW HALL SCHOOL
Boreham, Chelmsford CM3 3HT
September 1988, due to the retirement of the present Head of Department, Mrs. Jean Wilson, the school will require a HEAD OF MATHEMATICS.
The department is well established with experienced specialists, who teach a broad range of courses, including substantial A-level groups.
The ability to liaise with other departments, such as Computing, Business Studies, Geography and Science, and to contribute to curriculum review and planning is essential.
The school is looking to replace a long-serving and energetic member of staff with a teacher of proven commitment and enthusiasm.
A letter of application and full curriculum vitae should be sent to the Headmistress' Secretary at the above address, from whom further details may be obtained.
Closing date, Monday, 1st December 1987. (22381) 183418

Other Assistants

BERKSHIRE
ETON COLLEGE
MATHEMATICIAN
Required in September 1988 to teach mathematics throughout the School, including the top scholars. Eton salary scale. Accommodation available.
Applications, including curriculum vitae and names, addresses and telephone numbers of three referees, should be sent to the Head Master, Eton College, Windsor, Berkshire SL4 6DW, from whom further details can be obtained. (16627) 183424

CARDIFF
HOWELL'S SCHOOL
Llandaff
In association with GPDST, 560, 11-18, girls' grammar
Required in January, a well qualified Mathematics graduate to share in the work of a large thriving department, teaching throughout the school to Advanced Level and university entrance.
Applications welcome from experienced teachers but probationers will also be considered. Ability to teach A level Mechanics desirable. Some knowledge of computing useful but not essential. New government salary scale. A temporary appointment for two terms could be considered.
Please apply immediately to the Headmistress in writing (NO FORMS) giving full curriculum vitae and names and addresses of two referees. This is a second advertisement. (22686) 183424

ESSEX
FELSTED SCHOOL
MATHEMATICS
An enthusiastic graduate is required to join a friendly and successful Mathematics Department from September 1988. The vacancy has arisen due to the impending retirement of a member of the Department and the successful candidate will be required to teach throughout the age range. Ability and willingness to help with extra curricular activity an advantage.
Accommodation available. Felsted Salary Scale.
Further details available from, and applications, together with curriculum vitae, quoting the names, addresses and telephone numbers of two referees, should be sent to: The Headmaster, Felsted School, Dunmow, Essex CM6 3LL. (41890) 183424

KENT
FARRINGTONS SCHOOL
Chislehurst, Kent BR7 6LR
Required in January, for two terms, to cover maternity leave, a full time teacher of Mathematics to work at all levels throughout the school including G.C.S.E. and Advanced Level.
Apply in writing to the Headmistress giving the names and addresses of two referees. (22339) 183424

LONDON EC4
CITY OF LONDON SCHOOL
HMC 800 day boys 10-18
A good honours graduate is required for April 1988 (or September 1988 if necessary) to teach MATHEMATICS throughout the School. Applications are also welcomed from teachers interested in a temporary appointment for the Summer Term 1988 only.
Salary substantially above Baker. The school moved in Summer of last year to magnificent newly-built and newly-equipped premises on a riverside site in the City. The school has a long-standing record of high academic achievement in Mathematics, and has provided a member of the British team for the International Mathematics Olympiad in each of the last three years.
Applications, accompanied by a full curriculum vitae and the names, addresses, and telephone numbers of three referees, should be made by 1st December to the Headmaster, City of London School, Queen Victoria Street, London EC4V 3AL (Tel: 01-489 0291), from whom further details may be obtained. (47225) 183424

LONDON SE22
ALLEYN'S SCHOOL
Townley Road, London SE22 8SU
H.M.C. Co-educational Day School. 260 in the Sixth Form
Required for September, 1988, or for January, 1988, if possible, a graduate to teach Mathematics throughout the school. The M.E.I. syllabus is used for GCSE and 'A' level, and Further Mathematics is taught to a large sixth form group each year.
The school has its own salary scale, above Baker, and accommodation may be available, if required.
There is the possibility of a part time two term appointment from January for a sixth from specialist, if such an arrangement were attractive to any applicant.
Please write as soon as possible to the Headmaster giving the nnames, addresses and telephone numbers of two referees. Further details of the post are obtainable from the school. (22126) 183424

LONDON SE21
DULWICH COLLEGE
London SE21 7LD
Required for September 1988 a graduate to teach Mathematics to all levels in the school.
The College offers much in the way of games and other extra-curricular activities, where willingness to help will be appreciated.
Dulwich has its own salary scales, in excess of Baker placement on which will be according to age and experience. Accommodation, or assistance with accommodation, may be available if required.
Applications by letter to the Master enclosing a full curriculum vitae and the names, addresses and telephone numbers of two referees.
Further details will be sent to all applicants. (22169) 183424

LONDON W6
ST PAUL'S GIRLS' SCHOOL
Brook Green, London W6 7BS
Required from January 1988
GOOD HONOURS GRADUATE
IN MATHEMATICS
to share in the teaching of the subject throughout the School in a large and flourishing department. This is a full-time appointment but could possibly be part-time for the right candidate.
Applications in writing (marked: 'For the attention of the School Secretary') should be addressed to the High Mistress, giving full curriculum vitae and the names and addresses of two referees. (47095) 183424

SALFORD
Maths Teacher. Part-Time 0 and A Level. Required for January.
Apply Principal, Jewish High School for Girls, 10 Radford Street, Salford M7 0NT. Phone 061-792 2118 or 061-740 5092. (22330) 183424

SOMERSET
WELLS CATHEDRAL SCHOOL
Wells, Somerset BA5 2ST
HMC GBA
Co-educational Boarding & Day
TEACHER OF MATHEMATICS
A well qualified graduate required for September 1988 to join an expanding Department and to teach throughout the School up to and including 'A' Level.
Salary will be Baker plus.
Apply to the Headmaster, Wells Cathedral School, Wells, Somerset BA5 2ST or Tel: Wells (0749) 72117 for further details.
Closing date for applications: Friday, 27 November, 1987. (22377) 183424

SUFFOLK
SCHOOL OF JESUS AND MARY
INTERDENOMINATIONAL FOR GIRLS
Woodbridge Road, Ipswich IP4 4BB
Required for January 1988.
Part-time teacher of Mathematics throughout the school up to GCSE.
Initially this appointment would be for two terms, with the possibility of a full time post from September 1988 for a candidate offering Science as a second teaching subject.
Please apply with full c.v. and names of two referees to The Headmistress. (22167) 183424

SURREY
CHARTERHOUSE
Required for September 1988 a MATHEMATICIAN to teach at all levels. Expertise in a particular branch of Mathematics an advantage.
Applications, with c.v. and the names, addresses and telephone numbers of two referees to the Headmaster, Charterhouse, Godalming, Surrey GU7 2DJ, from whom further particulars can be obtained. (20466) 183424

WIRRAL
WELLINGTON SCHOOL
Bebington, Wirral
Form teacher required for January 1988 for two terms to take a new form of 10/12 pupils aged 12. Junior Maths, English and one other subject required. Would suit newly qualified applicant. Possibility of a permanent position.
Wellington School is a co-educational independent grammar school of 240 pupils. Baker Scale.
Applications, with C.V. and names of two referees, to the Headmaster, Wellington School, Bebington, Wirral L63 7NG. (47074) 183424

CROYDON, ROYAL RUSSELL SCHOOL
SHMIS Co-educational Boarding and Day School of 600 pupils (100 in Sixth Form)

Required for January 1988 an experienced English graduate to teach throughout the Senior School including GCSE and A level work.

A willingness to play a full part in the life of a boarding school essential.

Salary according to experience. Possibility of accommodation.

Applications, together with curriculum vitae and details of extra curricular activities offered, should be sent to: The Headmaster, Royal Russell School, Coombe Lane, Croydon, CR9 5BX. Telephone: 01-657 4433.

(81996)

SANDBACH SCHOOL

1677 UT SEVERIS SECES

HEAD OF MATHEMATICS

11-18 Group 11 Special Agreement Boys' Comprehensive.

This important post falls vacant from Easter 1988 and interviews will take place on 9th December 1987. Salary will be Main Scale plus Incentive D.

Form of application, together with essential details regarding both post and school may be obtained (large SAE please) from The Head Master, Sandbach School, Crewe Road, Sandbach, Cheshire CW11 0NT. Telephone 0270 767321.

Closing Date: 1st December 1987.

(51890)

THE PERSE SCHOOL, CAMBRIDGE (H.M.C., G.B.A.)

A HEAD OF MODERN LANGUAGES

A graduate will be required for the above post from April, 1988 on the retirement of the present holder.

Applications should be made in writing to the Headmaster, The Perse School, Hills Road, Cambridge, CB2 2QF. Telephone: (0223) 248127 enclosing a curriculum vitae and the names of three referees.

Further particulars are available from the Headmaster. Candidates should state what contribution they are willing to make to extra-curricular activities.

The closing date for applications is Friday, 27th November, 1987.

(51928)

INDEPENDENT EDUCATION
continued

Modern Languages

Other Assistants

BEDFORD
BEDFORD HIGH SCHOOL
GSA - 1052 Girls (Day and Boarding)
TEACHER OF FRENCH
Required from 21st April 1988 or 1st September 1988, a graduate teacher to teach FRENCH to GCSE, A level and University Entrance standard and who would be particularly interested in developing the course for the new A level syllabus.
Apply with full curriculum vitae, names and addresses of two referees to: The Headmistress, Bedford High School, Bromham Road, Bedford MK40 2BS. (22337) 183624

BIRMINGHAM
EDGBASTON HIGH SCHOOL FOR GIRLS
Westbourne Road, Birmingham B15 3TS
Required January or before temporary full-time teacher of GERMAN to GCSE and A Level.
Applications to the Headmistress enclosing curriculum vitae and names and addresses of two referees.
(10786) 183624

LONDON NW1
THE INTERNATIONAL SCHOOL OF LONDON
Crowndale Road, London NW1
Requires for January 1988 a French native to teach French up to GCSE level and International Baccalaureate. The teaching involves language and literature classes.
Candidates should apply enclosing a full CV and the names of two referees. Applications to be sent to the Headmaster Mr J.E. Parkes, The International School of London, Crowndale Road, London NW1. (15385) 183624

KENT

SEVENOAKS SCHOOL
An HMC co-educational Boarding and Day School with 900 pupils (including a Sixth Form of 400) requires for September 1987 a young man or woman graduate.

FRENCH SPECIALIST.

To join a large, active and innovative Modern Languages Department, with a strong tradition of foreign exchanges and dramatic productions. The successful applicant must have the ability and enthusiasm to teach at all levels: GCSE, 'A' Level and the International Baccalaureate, for which groups of mixed nationality are taught language, literature and civilisation in French. The ability to offer another language may be an advantage.

The appointee will be expected to teach throughout the School, and a willingness to help with extra-curricular activites will be assumed.

Salary significantly above Baker, and housing available.

Further details may be obtained from the Headmaster, Sevenoaks School, Sevenoaks, Kent TN13 1HU (Tel: 0732 455133). Applications should be accompanied by full cv and names, addresses and telephone numbers of three referees. (10604) 183624

SOMERSET

MONKTON COMBE SCHOOL
Bath BA2 8HG

Required for September 1988 a young well-qualified graduate seeking a first or second post to teach FRENCH and GERMAN, preferably both to 'A' level: Willingness to coach games a strong recommendation. Commitment to boarding school life essential.

Details from, and application with the names and address of two referees, to the Head Master. (22383) 183624

SAINT FELIX SCHOOL SOUTHWOLD, SUFFOLK
Independent Boarding School – 360 girls
Required in September 1988 an
ASSISTANT DIRECTOR OF MUSIC
This is a newly created post. A well-qualified, energetic and capable musician is sought, able to teach to GCSE and Advanced Level. There is considerable scope for the development of musical activities beyond the formal timetable. The successful applicant will have a proven record of sound teaching experience already, and be seeking to develop his/her career further. Prospects for rapid promotion to Director of Music are excellent.
Salary: Main professional grade and incentive allowance B. Further particulars of the post may be obtained from the Headmistress' Secretary.
Applications: In writing should be sent to the Headmistress together with a c.v. and the names, addresses and telephone numbers of three referees.
Closing date for applications is Friday, 28th November.
(51931)

Music

Heads of Department

KENT
KENT COLLEGE
Pembury, Tunbridge Wells, Kent TN2 4AX
(Independent Boarding Schools, and member of G.S.A. - 338 Senior girls 11-18 years)
Required for September 1988, an experienced and lively graduate teacher with a broad taste in music to be
DIRECTOR OF MUSIC
to take charge of a well developed Music Department in a school with two choirs and two orchestras and a variety of ensemble work, where music is taught to G.C.S.E. and Advanced Level, where over one third of pupils receive individual instrumental tuition and where music plays an important part in the worship at services and assemblies. Ability to play the Organ an advantage.
Salary: Baker, plus appropriate responsibility allowance.
Limited accommodation is available in school.
Application, with full C.V. and the names, addresses and telephone numbers of two referees to the Headmaster, from whom further details are available. (22119) 183818

SURREY
CHARTERHOUSE
HEAD OF BRASS
This full time appointment will become vacant in September 1988.
We are looking for an accomplished performer on one of the orchestral brass instruments, an experienced teacher on all brass instruments and a person with conducting experience.
Applications, including c.v. and the names, addresses and telephone numbers of two referees to the Headmaster, Charterhouse, Godalming, Surrey GU7 2DJ, from whom further particulars can be obtained. (20468) 183818

Other Assistants

SUSSEX
COVENT OF THE HOLY FAMILY
Independent Girls School
Require for January, 1988 the following teaching posts:-
Flute - 2 days - all grades
Clarinet - ½ to 1 day
Piano/Recorder - 2 days - teaching up to 12 years old.
Any combination of the above instruments would be acceptable.
Applications should be made in writing and enclosing a c.v. together with the name of 2 referees to: The Headmistress, Convent of the Holy Family, Norfolk Road, Littlehampton, Sussex.
(15457) 183824

Pastoral

Other Assistants

LANCASTER
BENTHAM SCHOOL
Bentham, Nr. Lancaster LA2 7DB
SHMIS
Independent, Co-educational boarding & day school for 330 pupils, aged 6 - 18
A Resident Housemistress is required for January 1988 for a senior girls' boarding house (15 girls aged 16 - 18). There could be some teaching available from September 1988 but this would be in the Preparatory Department with children aged 6 - 11.
Further details are available from the Headmaster to whom applications should be made, together with the names and addresses and telephone numbers of two referees. (22386) 184024

WEST YORKSHIRE
FULNECK BOYS' SCHOOL
Pudsey
SHMIS 300 Boys 8-18 Boarding & Day
We are looking for a Resident House Tutor to join our boarding house of 50 boys. This is a new post and no teaching will be required (though some could be available). Duties include supervision of the boarders out of school hours on a rota basis and arranging activities for them. Full board and lodging free in term time and a pleasant flat. Salary negotiable.
Apply URGENTLY with full C.V. and names of two referees to: The Headmaster, Fulneck Boys' School, Fulneck, Pudsey, West Yorkshire LS28 8DT. (47218) 184024

Physical Education

Other Assistants

KENT
BEDGEBURY SCHOOL
(G.S.A.)
380 Girls - 8-18
P.E. SPECIALIST
Wanted in January or as soon as possible thereafter, a well-qualified general P.E. and Lacrosse specialist, to teach throughout the school. Although the post is full-time, a part-time temporary appointment would be considered.
Please apply to The Headmistress, Bedgebury School, Bedgebury Park, Goudhurst, Kent TN17 2SH.
(22353) 184224

LONDON SW3
Thomas's is an independent co-educational preparatory Day school for 5 to 16 year olds in Central London. We need a young, enthusiastic and qualified P.E. Teacher to join the department in January 1988. An interest in swimming, gymnastics and tennis would be an advantage.
Send C.V. to: Mr Malcolm Hall, Thomas's, 15/17 Cadogan Gardens, London SW3 2RL. Telephone the Secretary on 01-730 0366 for an appointment. (47227) 184224

SOMERSET
MILLFIELD JUNIOR SCHOOL
See main ad under preparatory school, Physical Education, Other Assistants.
(22357) 184224

Science

Heads of Department

ESSEX
NEW HALL SCHOOL
Boreham, Chelmsford CM3 3HT
Required for September 1988, a Head of Science, to lead a department of experienced specialists of Biology, Physics and Chemistry to G.C.S.E. and A-level.
The successful candidate would teach Physical Sciences and may have an interest in the applications of computing or the curriculum role of technology. The post would suit a teacher who wishes to make a significant contribution to the school's developing curriculum.
A letter of application and full curriculum vitae should be sent to the Headmistress' Secretary at the above address, from whom further details may be obtained.
Closing date, Monday, 1st December 1987.
(22380) 184818

Other Assistants

AVON COUNTY

PRIOR PARK COLLEGE
Bath

R.C. Independent (H.M.C.) Co-educational Boarding-and-Day School

CHEMISTRY

Required for April 1988 or September 1988 a good Honours Graduate to share the teaching of Chemistry to Advanced and Scholarship Level. The appointment arises from the promotion of the current teacher to Head of Science.

The successful applicant will be fully involved in the future development of the Chemistry curriculum. Familiarity with Computing would be an advantage. Willingness to contribute to Games and extra curricular activities would be valued.

'Baker-plus' remuneration. Perquisites include free accommodation for resident House Tutors.

Further information may be obtained from the Headmaster, Mr P.F.J. Tobin, M.A., Prior Park College, Bath BA2 5AH. Tel: (0225) 835353.

Applications, including c.v. and details of two referees, should be sent to the Headmaster by the 23rd November, 1987.
(22900) 184824

CARDIFF
PHYSICS
This rapidly expanding A-level College (250+ students) requires a Graduate Physicist to join a strong team.
Salary scale MPG (responsibility according to experience).
The post offers an exciting career opportunity in an innovative institution.
All applicants must be willing to contribute to the development of both the College and its associated School - situated on the same city centre site.
Preference will be given to candidates able to offer A-level Maths in addition.
Please apply with full c.v. and names & addresses of two referees to: The Dean, New College, Bute Terrace, Cardiff CF1 2TE. (22166) 184824

DEVON
KELLY COLLEGE
Tavistock
Required for the Easter Term only, a graduate Biologist (preferably with a Botanical interest) to teach up to G.C.S.E. level with some first year 'A' Level work. An ability to help with Games and other school activities would be an advantage. The post is temporary for one term to replace the Senior Biologist who has been granted a Sabbatical Term.
Apply to The Headmaster, with C.V. and names of two referees. (22411) 184824

NORTHAMPTONSHIRE

OUNDLE SCHOOL
Northamptonshire

A graduate in Physics, Electronics or Engineering is required for September 1988 to teach Physics throughout the School.

This large and successful Department will be moving to new, purpose built laboratories by September. There is active involvement in the development of project work, electronics and computing and there is easy access to the School's extended Workshops.

Accommodation is available to both unmarried and married staff.

Applications, including the names of two referees, should be sent to:- The Headmaster, Oundle School, Oundle, Peterborough PE8 4EN from whom further details may be obtained. (10773) 184824

SUFFOLK
Independent Co-Educational Boarding School, NOR 320
Required January 1988 teacher of Biology. Graduate preferred. Ability to teach up to GCSE level important.
A residential post is offered, would suit single person new to the profession. Salary on M.P.G. according to qualifications and experience.
Apply by letter with full CV & names of two referees to: The Headmaster, St George's School, The Hall, Gt Finborough, Stowmarket, Suffolk.
(15394) 184824

SUSSEX
ARDINGLY COLLEGE
H.M.C. 490, Co-educational, Sixth Form 200
PHYSICS
Required for September 1988 a well qualified dynamic Physics graduate to teach Physics throughout the school in an expanding department with a major share of the A and S level work. An interest in Control, Computing, Electronics, Mechanics, Metalwork or Robotics a great advantage. Particularly suitable for someone seeking his or her first or second appointment.
Please apply to the Headmaster, Ardingly College, Haywards Heath, West Sussex RH17 6SQ, enclosing your CV and the names and addresses of two referees.
Ardingly College is one of the Woodards Schools.
(22081) 184824

Speech and Drama

Heads of Department

HERTFORDSHIRE
HAILEYBURY AND I.S.C
Hertford
Please see display advertisement in Independent Schools section on Page 77.
(20379) 185118

Other Assistants

LONDON SW7
QUEEN'S GATE SCHOOL
Required for January or earlier:
SPEECH AND DRAMA TEACHER - PART-TIME
Applications are invited for the above post in the School.
Experienced person with good qualifications needed for a combination of private pupils, classwork and production.
Apply to the Principal with the names and telephone numbers of two referees:
Queen's Gate School, 133 Queen's Gate, London SW7 5LE. (15372) 185118

Other than by Subject Classification

Other Assistants

NORTHANTS
WELLINGBOROUGH SCHOOL
Northamptonshire
H.M.C. Boarding/day. 13-18
400 pupils. Co-educational
130 in VI Form
Applications are invited for the following vacancies from September 1988:
1) HEAD OF MATHEMATICS
2) A HISTORY Specialist who will also teach some English
3) A P.E. specialist with subsidiary Mathematics, English, Science or Geography.
A willingness to assist in extra-curricular activities and games coaching or supervision is essential. Salaries are on the Baker Scale with additional allowances dependent upon qualifications and experience and responsibilities undertaken. Single accommodation can be provided if required.
Applications with c.v. and the names of two referees should be sent to the Headmaster, Wellingborough School, Northamptonshire NN8 2BX. (22687) 185118

THE NORTH LONDON COLLEGIATE SCHOOL
Canons, Edgware, Middlesex. HA8 7RJ
Independent Girls' Day school with 650 Secondary pupils. 200 in the sixth form. Applications invited for
HEAD OF SCIENCE
which becomes vacant on 1st September, 1988. There are 11 members of the Science Department and excellent facilities.
A full job description can be obtained from the Headmistress, to whom application should be made with the names and addresses of two referees.
(52117)

BARNARD CASTLE SCHOOL, CO. DURHAM.
HMC BOARDING AND DAY SCHOOL 500 BOYS, GIRLS IN 6th FORM.
Required for April 1988 (Applications for Sept. 1988 could possibly be considered).
Graduate Chemistry Teacher to teach throughout the school up to A level.
It is expected that the successful candidate will be prepared to make a significant contribution to extra curricular activities.
Further details can be obtained from the Headmaster, Barnard Castle School, Co. Durham, DL12 8UN or ring 0833 37119.
(51982)

SANDBACH SCHOOL
1677
UT SEVERIS SEGES
HEAD OF DRAMA
11-18 Group 11 Special Agreement Boys' Comprehensive.
The post falls vacant from Easter 1988. Salary M.P.G. + Allowance A. Interviews will be on 11th December 1987.
Form of application, together with essential details regarding both post and school may be obtained (large SAE please) from The Head Master, Sandbach School, Crewe Road, Sandbach, Cheshire CW11 0NT. Telephone 0270 767321.
Closing Date: 1st December 1987.
(51986)

INDEPENDENT EDUCATION
continued

STAFFORD
Required for January, JUNIOR FORM TEACHER to teach general subjects to lower Forms as well as Art and Pottery etc. Ability to teach games an advantage.
Residential/Non-residential. Salary in accordance with qualifications.
Apply with two references to: The Headmasters, St Bede's School, Bishton Hall, Wolseley Bridge, Near Stafford. (22352) 185724

Independent Preparatory Schools

Headships

HAMPSHIRE
EDINBURGH HOUSE SCHOOL
New Milton BH25 5SU
HEADSHIP
The Governors invite applications for the Headship of this IAPS school which will become vacant in September 1988. Edinburgh House is a Preparatory and Pre-preparatory School for boys and with a small Kindergarten department. There are some 170 pupils including 60 boarders. Candidates, who must be married, should apply by 23rd November 1987.
Full particulars may be obtained (by postal application only) from the Secretary to the Board of Governors.
(22019) 200010

Deputy Headships (Inc. Second Masters/ Mistresses)

KENT

HOLMEWOOD HOUSE SCHOOL
Langton Green, Tunbridge Wells, Kent TN3 0EB

DEPUTY HEAD

Is required in September in this I.A.P.S. boys' boarding and day school.

For full details apply in writing to the Headmaster.
(20479) 200012

EAST SUSSEX
NEWLANDS SCHOOL
Seaford, Sussex BN25 4NP.
I.A.P.S. Co-educational Boarding and Day.
280 Pupils.
Required for September 1988, a married couple to fill the posts of *DEPUTY HEAD* and *HOUSEMISTRESS* for the girl's boarding house. This will be a resident post. Subject by arrangement. Salary according to the Baker scale. Apply in writing with CV and 3 referees to the Headmaster.
(220012) 47242

Remedial and Special Needs Teaching Posts

Other Assistants

LEICESTERSHIRE
LOUGHBOROUGH ENDOWED SCHOOL
FAIRFIELD
Leicester Road, Loughborough, Leics. LE11 2AE
Fairfield is an independent primary school with 450 pupils between the ages of 4 - 11 years
Required for January, 1988 an experienced and enthusiastic teacher (Main Scale) to be responsible for Remedial English throughout the School. Knowledge and experience of teaching children with dyslexic learning problems would be an advantage.
Please apply by letter of application to the Acting Headmaster including full curriculum vitae and names and addresses of two referees by Monday 23rd November, 1987.
(22324) 201024

By Subject Classification

Art and Design

Heads of Department

LONDON NW3
Applications for post of Head of Art are invited for September 1988 (or April) at The Hall, Hampstead to teach boys from 6 - 13.
Details of facilities, job description, departmental staffing and conditions of service from the Headmaster, The Hall, 23 Crossfield Road, NW3 4NU (01-722 1700).
(22412) 181224

Other Assistants

BIRMINGHAM

WEST HOUSE SCHOOL
24 St. James's Road, Edgbaston, Birmingham B15 2NX

Required for April 1988 a qualified teacher of Art/Craft for I.A.P.S. boys' school (8-13 year olds). Second subject essential; P.E. or English preferred.

Accommodation available.

Government scale.

Applications with full c.v. and names and addresses of 2 referees to reach the Headmaster by 23rd November. (22277) 201224

English

Other Assistants

SUNDERLAND
Required January or September 1988, teacher of English for boys preparatory school.
Subsidiary Latin and History and ability to coach boys games would be an advantage. The successful candidate may have the opportunity to develop English teaching up to GCSE in a new senior department.
Apply in writing with references and c.v. to: The Headmaster, Tonstall School, Sunderland SR2 7JS.
(10723) 202424

SUNDERLAND
INDEPENDENT - PREPARATPORY SCHOOLS
ENGLISH
Required January or September 1988, teacher of English for boys preparatory school. Subsidiary Latin and History and ability to coach boys' games would be an advantage. The successful candidate may have the opportunity to develop English teaching up to GCSE in a new senior department.
Apply in writing with reference and c.v. to The Headmaster, Tonstall School, Sunderland SR2 7JS. (10603) 202424

SURREY
ROYAL RUSSELL JUNIOR SCHOOL
Coombe Lane, Croydon CR9 5BX
Tel: 01-657 4433
Independent Co-educational, boarding and day school
145 pupils 4-11 years
Due to the continued expansion of the School, a qualified and experienced teacher of English and History is required for January 1988, to take responsibility for a class in the 10-11 year age group. Ability to coach boys games is essential, as is a willingness to undertake a pastoral role in the boarding environment. It is hoped that the post will be residential. Main Scale salary according to experience.
Handwritten letters of application with full CV and details of two referees as soon as possible please to The Headmaster. (22389) 202424

History

Heads of Department

THE HALL, HAMPSTEAD
THE POST OF HEAD OF HISTORY falls vacant in September 1988 at The Hall. There is an unusually well equipped history department. The new appointment must be a fully qualified academic historian, able to enthuse and inspire. Ability to coach games is essential. Hall School Salary Scale and State Superannuation Scheme. Applications with names of two referees to The Headmaster, The Hall, 23 Crossfield Road, London, NW3 4NU.

Music

Heads of Department

HERTFORDSHIRE
LOCKERS PARK SCHOOL
Hemel Hempstead, Herts. HP1 1TL
(IAPS Boarding School - 124 boys)
DIRECTOR OF MUSIC
Required for April 1988, to take charge of thriving Department. Chapel Choir, Orchestra, Wind Band. Eight peripatetic staff assist with instrumental teaching. Organist essential. DSS Superannuation Scheme. Own salary scale. Single accommodation available.
Further details available from the Headmaster, to whom applications with CV and names and addresses of two referees, should be sent.
(22800) 203818

Other Assistants

BEDFORDSHIRE
BEDFORD SCHOOL
Preparatory School (200 boys aged 7-11)
Required for April 1988 a general class music teacher who is also a violin specialist to teach and co-ordinate music throughout the Preparatory School. Harpur Salary Scale (Baker plus).
Further details may be obtained from the Headmaster, Bedford School, Preparatory School, Burnaby Road, Bedford MK40 3TU, to whom applications should be made together with details of qualifications and the names of two referees. (22691) 203824

LONDON NW1
Required for January a qualified and experienced teacher of music to organise musical activities throughout this co-educational preparatory school (6-8 year olds) and to teach class music lessons.
Salary according to qualification and experience on the Baker Scale with London Weighting.
Apply in writing with Curriculum Vitae and the names of two referees to: The Principal, North Bridge House School, 1 Gloucester Avenue, London NW1 7AF. (22562) 203824

Physical Education

Heads of Department

BIRMINGHAM

WEST HOUSE SCHOOL
24 St. James's Road, Edgbaston, Birmingham B15 2NX

Required for April 1988 a qualified teacher to take charge of a successful and flourishing P.E. Department following the promotion of the present teacher in charge. Sports played at this I.A.P.S. school of 200 boys include soccer, hockey, cricket, swimming, athletics, tennis, badminton, gymnastics and basketball. Facilities include a new Sports Hall, heated outdoor swimming pool, all-weather nets, 2 hard tenni courts and 6 acres of playing fields.

Accommodation available.

Salary by negotiation: Governemnt scale plus.

Applications with full c.v. and names and addresses of 2 referees to reach the Headmaster by 23rd November. (22276) 204218

Other Assistants

SOMERSET
MILLFIELD JUNIOR SCHOOL
Edgarley Hall, Glastonbury, Somerset BA6 8LD
REQUIRED FOR JANUARY.
Teacher to take Boys' Physical Education and some Humanities. Edgarley has an extensive programme of games and activities and the successful candidate would be expected to be heavily involved in this area of school life. There is a possibility of residential accommodation for a single person. This post could be temporary or permanent.
Please apply to the Headmaster with c.v. and the names of two referees. Tel: 0458 32446. (22356) 204224

SURREY
LANESBOROUGH SCHOOL
(Junior Department of The Royal Grammar School and Choir School for Guildford Cathedral)
I.A.P.S. 290 boys 5 - 13+
Day School
Young, enthusiastic and qualified PE/Games Specialist is required for a full time post in April, or possibly September, 1988, to assist the Head of Department. Particular expertise in Cricket a distinct advantage and an ability to teach some *Middle School Maths might be helpful*. Salary: Baker plus.
Applications in writing with full CV and names, addresses and telephone numbers of three referees to the Headmaster, Lanesborough School, Maori Road, Guildford GU1 2EL.
(22285) 204224

Science

Other Assistants

DORSET
Keen young qualified Scientist required in IAPS School (boys with some girls) in January. Willingness to help with games and/or activities an advantage. Splendid new building just opened for Science, Computing, and CDT.
Apply giving the names of two referees to: The Principal, Castle Court Preparatory School, The Knoll House, Knoll Lane, Corfe Mullen, Wimbourne, Dorset.
(47094) 204824

THE HALL, HAMPSTEAD
PART-TIME BIOLOGY TEACHER
Required in April 1988 (or September) in day preparatory school: 11-13 age boys. Maximum one third timetable: hours negotiable. Excellent salary and facilities. Applications, with names of two referees, to The Headmaster, The Hall, 23 Crossfield Road, London, NW3 4NU.

Other than by Subject Classification

Other Assistants

BERKSHIRE
THE LANGLEY MANOR SCHOOL
19 London Road, Slough, Berks.
Required for January 1988 General Class Teacher. For class of eighteen 5-6 year olds.
Contact Mrs. S. Eaton, B.Ed., 51 825368.
(22287) 205724

CLEVELAND
RED HOUSE SCHOOL
(I.A.P.S.)
36 The Green, Norton, Stockton on Tees TS20 1DX
As two members of staff are leaving the area there will be two vacancies after Easter for class teachers in our Junior School where the largest class is 22.
1. For the 5+ age group (NOT reception).
2. For the 7+ age group.
Please apply by letter, giving full C.V. and the names and addresses of two referees, to the Headmaster at the above address.
(22376) 205724

HAMPSHIRE
QUALIFIED TEACHER required for class of 7 year olds. Able to help with boys' games an advantage. Commencing Summer Term 1988.
Apply with C.V. and references to: The Principal, The Stroud School, Highwood House, Romsey, Hants. SO51 9ZH. (47153) 205724

HAMPSHIRE
FERNHILL MANOR JUNIOR SCHOOL
New Milton, Hants. BH25 5JL
Junior Form teacher required for April 1988. A young qualified, enthusiastic teacher to look after 8 and 9 year olds in girls' day/boarding IAPS prep. School. Experience of independent education would be a valuable asset. Occasional weekend duties required. The post is non-resident.
Please apply to the Headmistress with full c.v. and names and addresses of two referees.
(20462) 205724

ISLE OF WIGHT
Required in January 1988 an experienced teacher for a class of 9-10 year olds. The post which is both interesting and challenging could be resident or non-resident, but some help will be needed with extra-curricular activities. This could be a temporary appointment or a permanent appointment for a suitable applicant. A modern single self-contained flat is available.
Applications, together with the names and addresses of two referees should be sent to The Headmistress, Upper Chine School, Shanklin, I.W. PO37 6QU. (22385) 205724

LONDON NW3
SOUTH HAMPSTEAD HIGH SCHOOL (GPDST)
Netherhall Gardens, London NW3 5TG
Required for January 1988, two enthusiastic and energetic teachers, one to take charge of the reception class of 25 5/6 year olds and one as class teacher for 28 7/8 year olds.
The school is a lively community and there is much scope for creativity and initiative. Please state any special interests. Baker Scale.
Applications with curriculum vitae and names of two referees to the Head of the Junior Department, South Hampstead High School, 12 Netherhall Gardens, London NW3 5TG. (41852) 205724

LONDON W6
ST PAUL'S GIRLS' PREPARATORY SCHOOL
RE-ADVERTISEMENT
St Paul's Girls' Preparatory School wishes to appoint an enthusiastic form teacher to teach within the age range 8-10 years, with effect from 1st January 1988. Could be for two terms or permanent. The school has 240 pupils and is located in a modern building close to all public facilities. Main grade plus London weighting of £1,215 p.a.
Please apply in writing with full curriculum vitae and names, addresses and telephone numbers of three referees to:- The Headmistress, Bute House, Luxemburg Gardens, Hammersmith, London W6 7EA. (15384) 205724

CITY OF LONDON FREEMEN'S SCHOOL
Ashtead Park, Surrey KT21 1ET.
Independent, co-educational, day and boarding school in 57 acres of parkland between Epsom and Leatherhead, for pupils aged 8-18 years.
Applications are invited for the newly created post:
Head of the Junior School Department
A purpose built Junior School for 300 pupils aged 8-13 years will be opening in September 1988. A well qualified, energetic and experienced teacher will be appointed to this challenging post for the Summer Term 1988. Salary will be on the City of London Freemen's School's own scale (Baker plus).
Full details may be obtained from the Headmaster. Closing date: 20th November.
(53676)

HAILEYBURY AND ISC
HERTFORD
(HMC Boarding and Day: 590 boys, 100 Sixth Form girls)
Applications are invited for the following posts:
DIRECTOR OF DRAMA
TEACHER OF ENGLISH
TEACHER OF GEOGRAPHY
all of which become vacant on 1st September 1988.
Further details from The Master, Haileybury, Hertford, SG13 7NU (telephone 0992 462352) to whom completed applications, together with a full curriculum vitae and the names of two academic referees, should be made as soon as possible and not later than 20th November 1987.
(53812)

ST. MARTIN'S SCHOOL NORTHWOOD, MIDDLESEX
Required for September 1988 or earlier.
HEAD
St. Martin's is a preparatory school in membership of I.A.P.S. with approximately 200 day boys and 45 boarders between the ages of 7 and 13and a pre-preparatory department of approximately 60 boys between the ages of 5 and 7.
Further details and an application form may be obtained from the Secretary to the Governors, St. Martin's School, Northwood, Middlesex, HA6 2DJ (09274 25740). The closing date for applications will be 30th November 1987.
(51917)

DEAN CLOSE JUNIOR SCHOOL CHELTENHAM
(IAPS 270 pupils Co-Educational Boarding Day School)
After the retirement of Mr. D. A. J. Crawshaw in July, 1988, we will require for September 1988.
HEAD OF MATHEMATICS
Well qualified teachers are invited to apply for the above post which involves the direction and teaching of Mathematics throughout the school to C.E. and P.S.S.
Help with games coaching and normal boarding duty essential and participation in extra curricular activities dependent upon the candidate's talents.
Letters of application, together with the names, addresses and telephone numbers of 2 referees to the Headmaster, Ian F. M. Ferguson, Dean Close Junior School, Hardy House, Lansdown Road, Cheltenham, Glos., GL51 6QS, telephone (0242) 512217, from whom further details can be obtained.
(53816)

PREPARATORY EDUCATION
continued

WORCESTERSHIRE
MOFFATS
Bewdley, Worcs. DY12 3AY
Tel: 029924 230
January vacancy for teacher of general junior subjects and games. Small country co-ed IAPS prep. school which welcomes enthusiastic involvement in boarding life. (22164) 205724

WILTSHIRE
STONAR SCHOOL
Cottles Park, Atworth, Melksham, Wilts, SN12 8NT
An Independent Girls' School nine miles from Bath 400 Pupils
Required for January 1988, an enthusiastic CLASS TEACHER for group of 9-11 girls. An interest in Science and Technology, and in Games (especially swimming) would be an advantage. The successful candidate will be expected to play an active part in the life of this busy boarding school. Salary Main Scale.
Apply to the Headmistress with full c.v. together with the names and addresses of two referees. (47217) 205724

EDUCATION DEPARTMENT
NEW TERTIARY COLLEGE, EPPING FOREST AREA –
APPOINTMENT OF PRINCIPAL

Following the Secretary of State's approval of the Authority's plans for the reorganisation of secondary and further education the Epping Forest area, to take effect in September 1989. Applications are invited for the post of PRINCIPAL of the new Tertiary College (Group 5) to cater for the full range of educational needs of the over 16s.

Further details and application forms, to be returned by 30 November, are available from the County Education Officer (FE), Essex County Council, Education Department, PO Box 47, Threadneedle House, Market Road, Chelmsford CM1 1LD, Telephone Chelmsford 492211 Ext: 30017.

(61981)

ESSEX
County Council

Broxtowe College of Further Education
Vice Principal
Candidates (male or female) should be graduates or have equivalent professional qualifications together with appropriate teaching, organisational and administrative experience. The College has four departments; General Education; Business Studies; Adult Education and Engineering Technologies. For salary purposes the College is placed in Group 5. This is a re-advertisement and previous applications will automatically be brought forward.

Further details and application forms are available from the Chief Education Officer, Further Education Group, at County Hall, tel: Nottm (0602) 823823 ext. 3756 or 3328. Closing date 27 November. Please quote ref. C19.

An Equal Opportunity Employer.

Nottinghamshire County Council
County Hall · West Bridgford
Nottingham NG2 7QP

Shropshire Education Committee
Re-advertisement
Due to incorrect information given in previous ad
Previous applicants need not re-apply
Shropshire Education Committee
An Equal Opportunity Employer
SHREWSBURY COLLEGE OF ARTS AND TECHNOLOGY
(Group 7)
APPOINTMENT OF PRINCIPAL

Applications are invited for the post of Principal of Shrewsbury College of Arts and Technology from 1st May, 1988. Further particulars and application forms may be obtained from the
County Education Officer (STA/128)
Shirehall
Abbey Foregate
SHREWSBURY
SY2 6ND
(63872)

Shropshire County Council

Colleges of Further and Tertiary Education

Heads of Department

SURREY
MERRIST WOOD AGRICULTURAL COLLEGE
Worplesdon, Guildford, Surrey GU3 3PS
Applications are invited for the following posts from suitably qualified candidates who possess sound, relevant industrial and teaching experience and, preferably, are teacher trained. These posts call for candidates who are forward thinking, dynamic and capable of playing a full part in the continuing development of the work of the College.
HEAD OF COUNTRYSIDE.
This Department is primarily concerned with the education and training, through the National Diploma Course in Countryside Recreation, of prospective Countryside Rangers. There is also an expanding programme of in-service training.
Salary scale: LII (5-6) - Currently £13,461 to £15,139 p.a. (including Surrey Allowance). Pay award pending.
LECTURER IN NURSERY PRACTICES AND COURSE MANAGER N.C.H. COURSES MANAGER
The person appointed to this post will join a large and thriving Department which provides a wide range of full-time and part-time courses in Nursery Stock Production and also General Horticulture.
Salary Scale: LII (0-4) Currently £10,698 to £14,358 p.a. (including Surrey Allowance). Pay award pending.
For further details and application forms send SAE to The Principal, to whom completed forms must be returned within 14 days from advertisement date. (47119) 220018

Lothian Region Colleges of Further Education
STEVENSON COLLEGE

HEAD OF DEPARTMENT OF EDUCATIONAL STUDIES – HM PRISON, EDINBURGH
The Department of Educational Studies plays an important role in organising educational services within Edinburgh Prison, and in the management of linked Community Service Projects.
Applications are invited from suitably qualified candidates who can demonstrate successful experience at a senior level in this or a similar field.

LECTURER 'A' IN MANAGEMENT STUDIES
Applications are invited for the above post which involves teaching on a wide range of courses including: HNC in Management Studies, NEBSS Certificate, IPM in Personnel Practice and a variety of short courses.
An appropriate degree, industrial or commercial experience and some experience of teaching are essential.

LECTURER 'B' BIOLOGICAL SCIENCES
The person appointed will be required to teach mainly in the Biology and related Life Sciences disciplines, although flexibility to undertake work in other related subjects would be advantageous and a willingness to undertake innovatory course developments is essential.
Applicants should possess a degree or equivalent qualification. Appropriate industrial and teaching experience is desirable.
Salaries for the above posts (under review).

Head of Department Grade 4	£14,850
Lecturer A	£9,840 - £14,463
Lecturer 'B'	£9,093 - £13,398

Further particulars and application forms are available from the Personnel Office, Stevenson College of Further Education, Bankhead Avenue, Sighthill, Edinburgh, Telephone No. 031-453 6161 to which they should be returned within fourteen days.
Lothian Regional Council is an Equal Opportunities Employer and will prevent discrimination particularly on the grounds of sex; marital status, disability, race, colour, religion, sexual orientation, nationality or ethnic origin. (61936)

Oxfordshire County Council
AN EQUAL OPPORTUNITY EMPLOYER
OXFORDSHIRE COUNTY COUNCIL
An Equal Opportunity Employer
OXFORD COLLEGE OF FURTHER EDUCATION
Oxpens Road OXFORD OX1 1SA
Applications are invited for the post of
HEAD OF DEPARTMENT OF ARTS AND LANGUAGES (GRADE V)
which will be available from 1 January 1988
Salary: £18174-£20181
Further details and application forms may be obtained from the Principal (SAE please). Completed application forms should be returned to the College by Friday, 4 December 1987.
(63871)

Other Appointments

BURY
METROPOLITAN BOROUGH OF BURY
An Equal Opportunity Employer
EDUCATION DEPARTMENT
BURY METROPOLITAN COLLEGE
LECTURER I CATERING
SALARY: LECTURER GRADE I: £6,843 - £13,656
(Under Review)
Required for 1st January, 1988 or as soon as possible.
Applications are invited for the above position to teach Food Service, Bar, Reception and related subjects for the Introductory Catering, General Catering, BTEC National Diploma and Hotel Reception Diploma Courses.
Applicants should have good professional qualifications and sound industrial experience. Teaching or training experience is essential. A familiarity with information technology and computerised systems is desirable.
Forms of application obtainable from and returnable to The Principal, Bury Metropolitan College, Market Street, Bury BL9 0BG (Tel: 061-761 4327) by 27th November, 1987. 220026 (47019)

BARNET
LONDON BOROUGH OF BARNET
HENDON COLLEGE OF FURTHER EDUCATION
SENIOR LECTURER in SCIENCE
An innovative Senior Lecturer is required to manage a team delivering the Sciences on GCE, GCSE, BTEC and a range of Pre-Vocational and Vocational courses. Extensive experience of curriculum development especially on vocational courses is essential.
Salary: Senior Lecturer grade rising from £22,615 - £14,820 plus £775 Outer London Addition per annum.
LECTURER I BUSINESS STUDIES
Lecturer I to teach on CPVE and BTEC Business Studies courses; teaching areas to include People in Organisations and Working in Organisations, Management Studies/Marketing experience would be an advantage.
LECTURER I ENGINEERING SCIENCE
Lecturer I to teach Engineering Science and associated subjects on BTEC First Diploma and BTEC National Diploma courses in Engineering. An interest in one or more of Micro-Electronics and Computer Aided Engineering would be an advantage. Applicants should be qualified to HNC/D National or Degree level, and have industrial and teaching experience. A successful applicant will be given support and encouragement to gain a teaching qualification if necessary.
Salary: Lecturer I grade rising from £6,843 to £11,865 plus £795 Inner London Addition per annum.
Application forms and further details available from Lesley Mead, Secretary, Hendon College of Further Education, Corner Mead, Grahame Park, Colindale, London NW9 5HA. Tel: 01-200 8300, Ext. 217.
Closing Date: Friday, 27th November, 1987.
AN AUTHORITY COMMITTED TO EQUAL OPPORTUNITIES. (47075) 220026

AVON COUNTY
EDUCATION DEPARTMENT
BRUNEL TECHNICAL COLLEGE
DEPARTMENT OF CONSTRUCTION & LAND ADMINISTRATION
Applications invited for the following temporary posts:
LECTURER GRADE I in BRICKWORK
REQUIRED URGENTLY to take classes up to Craft Certificate Level of the City & Guilds London Institute.
This is a fixed term contract commencing as soon as possible and terminating on the 31st August 1988.
Candidates should hold suitable qualifications and have sound site experience.
Further details and application forms to be returned by 30 November 1987) from Personnel Office, Brunel Technical College, Ashley Down, Bristol BS7 9BU, quoting Reference 87/68. (15382) 220026

CAMBRIDGESHIRE
EQUAL OPPORTUNITIES EMPLOYER
THE HUNTINGDONSHIRE COLLEGE
California Road, Huntingdon PE18 7BL
Applications are invited for the following posts.
LECTURER GRADE I in SECRETARIAL STUDIES
Based at Huntingdon to teach full and part-time courses in Typewriting, Shorthand, Word Processing and Office Procedures.
2 LECTURER GRADE I posts based at H.M. Prison Littlehey, Perry, Huntingdonshire, Cambs. A new Category C prison for adult inmates.
ARTS, CRAFT AND DESIGN
A well qualified specialist required to create and teach an imaginative three year programme.
BUSINESS STUDIES
A well qualified specialist required to set up and teach business studies programmes.
Salary: £6,843 - £11,865
Starting Date: 11 April 1988.
Closing Date: 30 November 1987.
Application forms for further details from the Principal on receipt of a large stamped addressed envelope. (223311) 220026

Education Department
Kent County Council
Mid-Kent College of Higher and Further Education

HM Prison Swaleside – Sheppey

HM Prison Swaleside is a new long term adult training prison situated on the Isle of Sheppey in Kent. The following vacancy exists –

Education Officer
(HOD Grade II)

Applications are invited for this post from people with administrative and teaching expertise, preferably in a penal establishment. The successful candidate will be expected to take up the post from 1 January 1988.

Salary scale: £14,136 – £15,933

Completed application forms should be returned to the Principal, Mid-Kent College of Higher and Further Education, Horsted, Maidstone Road, Chatham, Kent ME5 9UQ by Wednesday 25 November 1987.

CANVASSING WILL DISQUALIFY

(61900)

Norfolk County Council
Norfolk College of Arts and Technology
Tennyson Avenue, King's Lynn, Norfolk PE30 2QW.
Principal: Clifford H. Dixon

Candidates of proven ability are required who have the necessary energy, potential and commitment to make significant contributions to the continued development of this responsive and expanding College of Technology.

HEADS OF DEPARTMENT

HEAD OF SECTOR – BUSINESS AND MANAGEMENT STUDIES
HEAD OF SECTOR – HAIRDRESSING/BEAUTY/EXPRESSIVE ARTS
Salary Scale: £14,136 – £15,933 per annum (under review)
No points count.

To lead the organisation and development of the sectors' well established full and part-time courses.

Application forms and further details available from the Chief Administrative Officer at the College (s.a.e. please). Closing date 4th December 1987.

LOUGHTON COLLEGE OF FURTHER EDUCATION, Borders Lane, Loughton, Essex IG10 3SA
Tel: 01-508 8311

Applications are invited for the following full-time posts which have become vacant 1st January 1988 as a result of expansion, and the promotion of the present post holders.

LECTURERS GRADE I & II

ART AND DESIGN DEPARTMENT
Lecturer Grade I to teach 3D Design to Art and Design students on BTEC National Diploma and Foundation Studies courses. Applicants should be suitably qualified. Teaching and/or industrial experience would be an advantage.

BUSINESS STUDIES DEPARTMENT
Lecturer Grade I to teach Typewriting, Audio-Typewriting, Shorthand (Teeline), Office Practice, Secretarial Duties and Word Processing to a range of levels and examining bodies on secretarial and business courses throughout the department.
Lecturer II in Secretarial Studies to be responsible for the organisation of MSC adult secretarial and commercial courses, secretarial examination entries, and to teach secretarial and office subjects (readvertisement – previous applicants will be reconsidered).
Lecturer I in Business Studies to teach Law and/or Accounts to a range of courses which may include GCSE, GCE Advanced Level, BTEC First and National levels and Institute of Bankers courses (readvertisement – previous applicants will be reconsidered).
Lecturer I in Business Studies to teach at least TWO of the following: Banking, Book/keeping/Accounts, Distribution, Sales Information Processing/Computing, Law, Organisation in its Environment, Small Business Studies, Management Studies, and People in Organisations.

TECHNOLOGY ENGINEERING AND SCIENCE DEPARTMENT
Lecturer Grade I in Electronics and Electrical Installations. Candidates should be suitably qualified and have relevant industrial experience in Electronic Applications and Electrical Installations. The post involves teaching Electronics to a variety of full-time, part-time, and evening students undertaking BTEC, C & GLI, CITB and link courses.
A teaching qualification would be advantageous but not essential.
Salary Scale Lecturer Grade 2 £8,595 - £13,656 p.a. Plus £309 p.a. Inner Fringe Area Allowance.
Salary Scale Lecturer Grade 1 £6,834 - £13,656 p.a. Plus £309 p.a. Inner Fringe Area Allowance.

PART-TIME LECTURING VACANCIES
Applications for part-time teaching (day and/or evening) would be welcome in the following subjects:
Art and Design History, Photography, Graphic Design, Typewriting, Audio Typewriting, Word Processing, Shorthand (Teeline), Communications, English, Special Needs, Accounts, Law, Information Processing, Distribution, Banking, Management Studies, Numeracy and Organisation in its Environment, Electronics, Physics, Maths and Computing.

Completed application forms and supporting letter to be returned to the Principal by 27th November.

(61910)

ESSEX
County Council

HERTFORDSHIRE
Watford College
Department of Engineering & Science

Lecturer Grade II in Mathematics

An experienced full-time teacher is required from January 1988 to teach Mathematics, principally on a new Higher Introductory Technology Conversion Course, up to July 1989 in the first instance.
Mathematics teaching on other courses including BTEC will also be involved.
The post gives an opportunity to develop teaching techniques appropriate to mature students undertaking conversion studies to technology.
Salary in accordance with Burnham F.E. Scale for Lecturers Grade II: £8595 - £13656 p.a., plus £309 p.a. Fringe allowance.
The County has a generous relocation scheme to assist new employees, where appropriate, who have to move home.
Further details and application forms available from The Principal, Watford College, Hempstead Road, Watford, Herts. WD1 3EZ. (Tel: Watford 57531). (61893)

COLLEGES OF FURTHER AND TERTIARY EDUCATION
continued

DE HAVILLAND COLLEGE
The Campus, Welwyn Garden City, Herts

Applications are invited for the following posts which are available from 1 January 1988 or as son as possible thereafter:

- **Lecturer in Computer Applications**
  Based at Welwyn Garden City College Centre
  Candidates should be able to offer expertise in one or more of the following fields:
  - Programming: BASIC, PASCAL, COBOL
  - Staff Development in Information Technology
  - Business Applications
- **Lecturer in Land Surveying & Cartography**
- **Lecturer in Estate Management Valuation & Planning**
  Based at the Borehamwood College Centre

Suitably qualified and experienced candidates are required for these posts which provide an excellent opportunity for entry into the teaching profession. The persons appointed will join a committed and enthusiastic team who have an excellent record of curriculum development and industrial liaison with BTEC National courses.

- **Lecturer in General & Communication Studies**
  Based at the Borehamwood College Centre

Suitably qualified and experienced candidates should be able to contribute to General & Communication Studies. The post offers excellent opportunities to develop new teaching and learning strategies across a wide range of courses including BTEC, City & Guilds, GCSE and CPVE.

Salary: £6,843-£13,656 per annum plus £309 "fringe" allowance (pay award pending).

Assistance with removal and lodgings in approved cases.

Forms and further details from The Principal, de Havilland College, The Campus, Welwyn Garden City, Herts (0707 328318 ext 21) to be returned by 27th November 1987.

(50664)

Cannock Chase Technical College
Department of Business and Management Studies

Applications are invited from well qualified persons for the following vacancies which are available from 1st January 1988.

Principal Lecturer

£14,784-£16,458 (bar)
progressing to £18,588 pa (under review)

The successful applicant will be required to take a leading role in the co-ordination, control and development of all academic and administrative aspects of the work of this very diverse department. The Department offers courses within the Business Management, Caring, Retail, Catering, and Secretarial disciplines.

Lecturer Grade I
in Computer Studies

£6,843-£11,865
progressing to £13,656 pa (under review)

To teach on a wide range of Computer and Information Technology courses including the B/TEC National in Computer Studies.

Application forms and further particulars are available from The Principal's Secretary, Cannock Chase Technical College, The Green, Cannock, Staffs., WS11 1UE, telephone: Cannock 462200.

Closing date for applications: 27th November 1987.

Canvassing will disqualify.
Trade Union Membership encouraged.

Staffordshire
County Council
An equal opportunity employer

EDUCATION DEPARTMENT
Lecturer I in Business Studies
NORTHBROOK COLLEGE DESIGN + TECHNOLOGY, Worthing.
Department of Business and Professional Studies

Salary in accordance with the Burnham F.E. Report within the range £6,843 - £13,656 (under review) starting point dependant upon qualifications and experience.

Applications are invited from suitably qualified persons for the above post to commence on 1 January 1988 or as soon as possible thereafter. Applicants should be prepared to teach Organisation in its Environment and Marketing for BTEC National programmes with an interest in the application of IT to core programmes in Business Studies.

Closing date: 27th November 1987

Senior Lecturer in Accounting

Salary: Within the range £12,615 - £15,873 (under review). Starting point dependant upon qualifications and experience.

Applications are invited from suitably qualified persons for the above post to commence on 1 January 1988 or as soon as possible thereafter. The post will be based in the Accountancy Section of the Business and Professional Studies Department, which offers a comprehensive range of full-time and part-time accounting courses. Applicants should be prepared to teach accountancy subjects to final professional level and have an interest in and experience of the use of micro-computers in this field.

Application forms and further details available from Personnel Officer, Northbrook College Design + Technology, Broadwater Road, Worthing, West Sussex BN14 8HJ (large s.a.e. please) or telephone Worthing 31445.

Closing date: 30th November 1987 51952

west sussex

Lancashire County Council
An Equal Opportunities Employer welcoming applications from all sections of the community.

LANCASHIRE EDUCATION COMMITTEE
(In conjunction with the Home Office)
Re-Advertisement
RUNSHAW TERTIARY COLLEGE
Langdale Road, Leyland
HM PRISON, GARTH, DEPARTMENT OF PRISON EDUCATION
(a new Category 'B' Prison)

DEPUTY EDUCATION OFFICER
Scale: Senior Lecturer

A fully qualified lecturer with experience in the teaching of adults is required to assist with the development and implementation of a balanced programme of education for prisoners, as agreed with the Prison Governor, College Principal and in consultation with the Home Office Prison Education Department and the Assistant Chief Education Officer (Home Office) within an approved budget, over a 50 week year.

Previous applicants will automatically be reconsidered.

Application forms/further details available from/returnable to the Principal at the College. (SAE please).

Closing date: 26th November, 1987.

(50656)

LOTHIAN REGIONAL COUNCIL
DEPARTMENT OF EDUCATION
LOTHIANS AND BORDERS ACCREDITED CENTRE

Associate Trainer (Lecturer B)

The centre has the remit of staff training and development for adult staff working with YTS trainees in both the private and public sectors.
The post is for one year, temporary full-time, but a temporary part-time appointment would also be considered.
A background in training in industry and commerce or in the Youth Training Scheme is preferred.
Salary (full-time) is on scale Lecturer 'B' £9,093 pa – £13,398 pa with placing dependant on qualifications and experience.

Application forms and further particulars from:–
The Principal
Stevenson College of Further Education
Bankhead Avenue, Sighthill
Edinburgh
Tel No: 031-453 6161

Lothian Regional Council is an Equal Opportunities Employer and will prevent discrimination particularly on the grounds of sex, marital status, disability, race, colour, religion, sexual orientation, nationality or ethnic origin. (61939)

WEST GLAMORGAN County Council

Education Department

Lecturing Vacancies

Applications are invited for the following posts to commence in January 1988 or as soon as possible thereafter:–

Neath College, Dwr-y-Felin Road, Neath SA10 7RF.

1. LECTURER II IN FOOD TECHNOLOGY AND BEVERAGE SERVICE. An enthusiastic and innovative Lecturer required to teach the Service of Food and Alcoholic Beverages to Students following BTEC and CGLI courses and to take full responsibility for the organisation and management of TWO Training Restaurants open to Staff and the General Public. Applicants must have wide experience of all types of Food Service (in high class Hotels/Restaurants) and first class Professional qualifications. Ideally these should include CGLI 707/2/3 or equivalent, and Higher National Diploma. Teaching qualifications and experience would also be desirable. Above all, the successful candidate will be required to work flexibly as a member of a totally integrated and highly committed team. (Post Ref: 1:33:87).
2. LECTURER I – RECREATION MANAGEMENT. This full-time permanent post is funded by the Neath TVEI Consortium. The College is seeking to appoint a Lecturer who will support TVEI-funded programmes and initiatives in the area of *Recreation and Leisure Management*. These include Core and Option Units in BTEC Leisure Studies programmes in Tourism, Recreation and Management, Rock and Pop Music and Video, City and Guilds 469 Courses and the 'A' level Physical Education Course. These developments represent an interesting opportunity for someone with good experience of Leisure Management and Graduate or Equivalent qualifications. (Post Ref: 2:33:87).

Application forms and further particulars can be obtained from the College on receipt of a large stamped addressed envelope, quoting the post reference.

The CLOSING DATE for receipt of completed applications is THURSDAY 26th NOVEMBER 1987.

John Beale
Director of Education
(61908)

HERTFORDSHIRE COUNTY COUNCIL

Cassio College

Department of Food Industries
LANGLEY ROAD WATFORD HERTS WD1 3RH
telephone Watford 240311

We are looking for an enthusiastic colleague to join our skilled team to teach

Bakery and Cake Design and Decoration (CGLI 120 and 121)

Good industrial experience essential, plus appropriate qualifications. Salary on scale £6,843-£11,865 plus £309 London fringe allowance.

For further details and application form, write to the Principal at the above address. (SAE please),

Closing date for applications 27 November 1987.
(80663)

COUNTY OF SOUTH GLAMORGAN
RUMNEY COLLEGE OF TECHNOLOGY, CARDIFF

DEPARTMENT OF TECHNOLOGY

Required as soon as possible LECTURER GRADE I IN AUTOMOBILE ENGINEERING.

Applicants for this post should possess at least a City and Guilds Full Technological Certificate or Higher National Certificate in a relevant discipline together with recent industrial experience. The ability to offer electrical/electronic subjects will be an advantage.

The successful candidate will be expected to teach a range of subjects leading to BTEC and City and Guilds Awards and make a contribution to the development of the section.

Salary scale for the post is £6,843 to £11,865 and then to £13,656 (under review).

Applications are welcomed from suitably qualified and experienced people regardless of their sex, race, religion, colour, disability or marital status. The necessary forms and further details may be obtained from:

The Principal
Rumney College of Technology
Trowbridge Road
Rumney
Cardiff CF3 8XZ.

The closing date for applications will be 14 days from the appearance of this advertisement.
(50670)

COLLEGES OF FURTHER & TERTIARY EDUCATION

continued

DERBYSHIRE

COUNTY COUNCIL
DERBY COLLEGE OF FURTHER EDUCATION
in association with H.M. Prison, Sudbury
LECTURER AND COURSE TUTOR IN BUSINESS STUDIES
Re-advertisement
Lecturer Grade I £6,843 - £13,656 (Currently under review) To teach Accounts, Business Organisation and Statistics to BTEC Continuing Education Unit students.
Further details and application form from Chief Administration Officer, Derby College of Further Education, Wilmorton, Derby DE3 8UZ.
Closing date - 27 November 1987.
The Council's policy is that all people receive equal treatment regardless of their sex, marital status, sexual orientation, race, creed, colour, ethnic or national origin, or disability. (47004) 220026

CAMBRIDGESHIRE

CAMBRIDGESHIRE COLLEGE OF ARTS AND TECHNOLOGY
East Road, Cambridge CB1 1PT
(equal opportunity employer)

DEPARTMENT OF MANAGEMENT AND BUSINESS STUDIES

LECTURER I IN BUSINESS INFORMATION

Required from 1st January 1988, or as soon as possible thereafter, to teach on a range of secretarial and business studies subjects to BTEC National and Post 'O' level courses. All applicants should have an interest in Information Technology.

Salary on Scale LI £6,843 - £11,865 (under review), starting according to qualifications and experience.

Details and forms, to be returned by 27th November, from the Administrative Assistant, Department of Management and Business Studies. Tel: (0223) 355966. (41808) 220026

CHESHIRE

MID-CHESHIRE COLLEGE OF FURTHER EDUCATION

LECTURER GRADE II TO SUPPORT HEARING IMPAIRED STUDENTS

A vacancy has arisen, from 1st January 1988, for a qualified, experienced teacher of the deaf concerned with support teaching for Hearing Impaired students. Based at Mid-Cheshire College of Further Education, Northwich, but extending advice and guidance in an advisory basis to students and staff in other Further Colleges of Further Education.

Applications would be welcome from people with experience in alternative methods of communication which may be used with certain students.

LECTURER GRADE I FOR SPECIAL NEEDS AND PHYSICAL EDUCATION

Required for 1st January 1988. Applicants should be trained teachers with experience in the areas indicated.

For further particulars send S.A.E. to the Principal, Mid-Cheshire College of Further Education, Hartford Campus, Northwich, Cheshire CW8 1LJ to which application forms should be returned within 10 days of the appearance of this advertisement. (47000) 220026

CLEVELAND COUNTY COUNCIL

An Equal Opportunities Employer

STOCKTON - BILLINGHAM TECHNICAL COLLEGE
The Causeway, Billingham, Cleveland TS23 2QS

Tel: Billingham 552101

87/7 LECTURER GRADE I IN COMPUTER STUDIES

This post for a suitably qualified and experienced teacher to augment College's teaching in the field of Data Processing, Computer Programming and Applications.

87/8 LECTURER GRADE I IN COMMUNICATION AND GENERAL STUDIES

Required to teach communication skills and industrial studies for a range of engineering and craft students. The section is hoping to develop a general education provision for the local community so the ability to offer and/or 'A' level in one of the humanities subjects would be an advantage.

Application forms and further details obtainable from and returnable to the Principal at the College by 27th November, 1987. (10708) 220026

DEVON

An Equal Opportunities Employer

SOUTH DEVON COLLEGE OF ARTS & TECHNOLOGY
Department of Business & Administration
LECTURER II IN LAW

Applications are invited for the above post to commence duties on 1st January 1988. The successful candidate would be expected to teach on a variety of courses leading to GCE 'A' level, TEC National Diploma and Law Executives. Applicants should possess a degree or professional qualification and be qualified teachers.

Salary: Lecturer I - £6,843 - £11,865 pa with progression through the Lecturer Grade (Burnham FE Report), plus an scale according to experience and qualifications.

Further details and application form available from Chief Administrative Officer, South Devon College of Technology, Newton Rd, Torquay TQ2 5BY, returnable by 27th November (10706 please). (10729) 220026

DURHAM

COUNTY COUNCIL
DARLINGTON COLLEGE OF TECHNOLOGY
Principal: F.R. Shuker, T.D., M.Sc., Cert.Ed., F.R.S.A.
Required for 1st January, 1988, or as soon as possible thereafter.
LECTURER GRADE I IN NURSING STUDIES

Applicants must be a Registered Nurse in Mental Handicap. A teaching qualification and/or teaching experience would be advantageous.
Salary Scale: £6,843 - £13,656.
Application form and further particulars (returnable by 27th November 1987) are available from the Principal, Darlington College of Technology, Cleveland Avenue, Darlington DL3 7BB on receipt of a stamped addressed foolscap envelope. (22150) 220026

Birmingham City Colleges

BROOKLYN TECHNICAL COLLEGE

LECTURER II

£8,898-£13,656

Computing

To undertake a variety of duties within this growing area of work. You should have a recognised qualification in computing, experience in course delivery and a wide range of computing skills.

Further particulars and application forms from: The Principal, Brooklyn Technical College, Aldridge Road, B44 8NE. Tel: 021-360 3543.

SUTTON COLDFIELD COLLEGE OF FURTHER EDUCATION

PRINCIPAL LECTURER

£14,784-£18,666, bar at £18,486

General Studies

To act as the Deputy Head of the Department, which has 33 full-time staff and part-time staff equating to 7 FTE's with 400 FT and 480 PTO, CPVE, O/A level and Access students in attendance on 4 sites. You will also be responsible for the operation of an O/A level Matrix for the whole college which organises 780 PT students.

LECTURER II

£8,666-£13,656

Drama and Speech

To teach and be responsible for the subject area of Drama and Speech throughout the college, especially on 'A' level Theatre Arts.

Further particulars and application forms for the above two jobs from: The Principal's Secretary, Sutton Coldfield College of Further Education, Lichfield Road, B74 2NW. Tel: 021-355 5671.

All salaries are under review.

Closing date for all of the above jobs: 27th November 1987.

"The City Council welcomes applications from all sections of the community irrespective of race, colour, gender, sexuality or disability."

WALTHAM FOREST COLLEGE
for Further and Higher Education
School of Catering, Hotel Administration & Tourism

Lecturer Grade I/II in Food Services

Considerable experience is required in the Food Services Sector of the industry. Teaching experience is desirable but not essential as training would be given.

The grade of appointment will depend on qualifications and experience.

Application forms and further details from the College Personnel Services Officer, Waltham Forest College, Forest Road, London E17 4JB. Tel: 01-527 2311 Extn. 255.

Closing Date: 27 November 1987

Salary Scale: Lecturer II – £9,390-£14,451
Lecturer I – £7,638-£12,660
inclusive according to age and experience (subject to review).

Waltham Forest is a Multi-Racial area and we are anxious to ensure this is reflected in our workforce. We welcome applications from people regardless of race, colour, creed, ethnic or national origins, age, disability, marital status, sex or sexual orientations.

Waltham Forest

SENIOR LECTURER (BUSINESS STUDIES) PROGRAMME/COURSE CO-ORDINATOR

Hounslow Borough College

to lead and co-ordinate a group of courses in this Grade V Department. The ability to contribute to the teaching of Information Technology in a business environment, and to one other B/Studies discipline, is essential.

TEMPORARY LECTURER 1 (LAW)

required 1st January 1988-31st August 1988 to teach Business Law/Consumer Legislation to BTEC National and A level. Teaching duties to be determined according to the specialisms of the appointee.

LECTURER 1 (ELECTRICAL ENGINEERING)

required from 1st January 1988 to teach industry based students to C&G 232/236 Part III. Teaching experience an advantage but relevant industrial experience essential.

Application forms and full details from The Staffing Officer, Hounslow Borough College, London Road, Isleworth TW7 4HS. Telephone 01-568-0244 ext 235. Closing date 27 November.
(53898)

HOUNSLOW IS AN EQUAL OPPORTUNITIES EMPLOYER

COVENTRY TECHNICAL COLLEGE

BUTTS | COVENTRY CV1 3GH

MATHEMATICS LECTURERS

Salary: Up to £11,865 with progression to £13,656 (pay award pending)

Two Lecturer I's are required from 1st January 1988, or as soon as possible thereafter, to teach Mathematics on BTEC courses, Level I to Level V and on GCE, 'A' Level courses.

Applicants should have a degree in Mathematics or equivalent and preferably have previous teaching experience. Industrial experience is desirable but not essential.

For further particulars and an application form please ring the College Reception on Coventry (0203) 57221, ext. 282 (24 hour Answerphone), to be returned by 25th November 1987.

We welcome applications from men and women regardless of disability, race or marital status.

PHONE (0203) 57221

CAMBRIDGE COLLEGE OF FURTHER EDUCATION

LECTURER GRADE I (4 Posts)

***Salary Scale:** Lecturer Grade I – £6,843 – £13,656 per annum (under review).*

Post 1: Finance and Accounts
To teach on BTEC National, First Level and other vocational courses.

Post 2: Business Studies
To teach Organisation and its Environment, Economics and Business Studies on BTEC National and other vocational courses.

Post 3: Secretarial Studies
To teach typewriting, audio typewriting, teeline shorthand, and office procedures on secretarial, BTEC CPVE and YTS courses.

Post 4: Numeracy and Mathematics
To teach on GCSE, CPVE, BTEC and other courses.

Candidates for all posts should be suitably qualified, and have industrial or teaching experience.

Further details and application forms can be obtained by sending a large s.a.e. to the Principal, Cambridge College of Further Education, Newmarket Road, Cambridge CB5 8EG. (Tel. 0223 357545). Closing date for receipt of applications Thursday 26th November 1987.

CAMBRIDGESHIRE

An Equal Opportunity Employer.

TRESHAM COLLEGE

Two Lecturer Grade I's in Travel & Tourism

Required from 1st January 1988.

Applications are invited from suitably experienced and qualified people in the field of retail travel and other specialist areas, including tour operations, to join an active and energetic team operating BTEC National Diploma Travel & Tourism (ABTA approved), City & Guilds 499 Certificate in Travel Studies and YTS courses. The total number of students on such courses is in excess of 100.

Salaries will be at Lecturer Grade I level, currently £8,843-£11,865 (under review) and F.E. Conditions of Service will apply. The County Council welcomes applications regardless of racial or ethnic origin, sex, marital status or disability.

For further details and an application form, please send a SAE to:
The Principal's Secretary, Tresham College, St. Mary's Road, KETTERING Northants NN15 7BS
(61971)

WILLESDEN COLLEGE OF TECHNOLOGY

Acting Principal: P E Fussell BSc(Eng) CEng MICE FIMechE FIWEM

DEPARTMENT OF AUTOMOBILE ENGINEERING

Lecturer I in Light Vehicle Body Repair

Required from 1st January 1988

To join a team of bodywork specialists and participate in curriculum development and course organisation with particular reference to vehicle body repair.

To teach practical workshop subjects, technology and related studies to City and Guilds of London Institute Vehicle Body Craft Studies No 385, to Part II level. It is essential that candidates should have gained substantial relevant practical experience in the vehicle industry and should possess at least a CGLI 385 Part III Certificate, or its equivalent.

Lecturer I in Motor Vehicle Craft Studies

Required from 1st January, 1988

To join a team of specialists and participate in curriculum development and course organisation with particular reference to motor vehicle craft studies courses.

To teach practical workshop subjects, technology and related studies to City and Guilds of London Institute Motor Vehicle Craft Studies No: 381; to Part II level. It is essential that candidates should have gained substantial relevant practical experience in the motor vehicle repair industry and should possess a CGLI 381 Part III Certificate, or its equivalent.

Lecturer I – Mathematics, Science and Computing

Required for 1st January 1988.

To join a team of specialists engaged in the teaching and organisation of BTEC courses in Vehicle Engineering at National Certificate and Diploma levels.

To teach the subjects of Mathematics, Science and Use of Computers, all up to level III standards.

It is essential that candidates should possess a Higher National Certificate, or Full Technological Certificate of the City and Guilds of London Institute, or its equivalent, in an appropriate discipline, and have had some experience in computing at a general, non specialist level.

Salary scale: LECTURER I: £8,058 - £13,080 p.a. inclusive of London Allowance.

Brent is fundamentally committed to multicultural education.

Brent is an Equal Opportunity Employer. Applications are welcome from candidates irrespective of race, nationality, ethnic or national origins, age, marital status, gender, lesbians and gay men and disabled persons. Job Sharers welcome.

Application forms (SAE) and further details of the posts can be obtained from the Chief Administrative Officer, Willesden College of Technology, Denzil Road, London NW10 2XD (Tel. 01-451 3411). Returnable within 14 days. (53398)

London Borough of BRENT

COLLEGES OF FURTHER & TERTIARY EDUCATION

continued

CLEVELAND COUNTY COUNCIL

An Equal Opportunities Employer

HARTLEPOOL COLLEGE OF FURTHER EDUCATION

Principal: G. R. Morris, B.Sc., Ph.D., C. Chem., F.R.S.C.

DEPARTMENT OF GENERAL EDUCATIONAL AND COMMUNITY STUDIES

Head of Department: MISS K. THOMAS, B.Ed., B.A.

APPOINTMENT OF LECTURER I

ADULT AND CONTINUING EDUCATION

Applications are invited for the post of Lecturer I in Adult and Continuing Education.

Salary: £6,843 - £11,865.

Further particulars and application forms may be obtained BY SENDING A STAMPED ADDRESSED ENVELOPE to THE PRINCIPAL, HARTLEPOOL COLLEGE of FURTHER EDUCATION, Stockton Street, Hartlepool, Cleveland TS24 7NT, to whom completed forms should be returned within 14 days of the appearance of this advertisement. (10706) 220026

KINGSTON UPON THAMES

ROYAL BOROUGH OF KINGSTON UPON THAMES
KINGSTON COLLEGE OF FURTHER EDUCATION
Kingston Hall Road, Kingston Upon Thames, Surrey KT1 2AQ
Department of Business Studies
Post No 87 30 32
LECTURER I IN SECRETARIAL STUDIES

Lecturer I in Secretarial Studies able to teach a range of subjects including Teeline Shorthand, Secretarial Duties, Communications, Word Processing and Information Processing to Secretarial Students. Applicants should be willing to be involved in open learning and be committed to a team approach to teaching/learning.

The post is vacant from 1st January 1988. Applicants should be teacher trained.

Salary Scale is in the range of £6,843 - £11,865 + £765 London Weighting.

For application form and further details please write, quoting the above post number, to the Principal, Kingston College of Further Education, Kingston Hall Road, Kingston upon Thames, Surrey KT1 2AQ, enclosing a large stamped, addressed envelope. Completed application forms should be returned within fourteen days from the date of appearance of this advertisement.

THE ROYAL BOROUGH OF KINGSTON UPON THAMES IS AN EQUAL OPPORTUNITIES EMPLOYER. (51451) 220026

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ilea

Working in Education

Closing date for all posts is 27th November 1987, unless otherwise stated.

All full-time posts are suitable for job share unless indicated otherwise.

Lecturers

JOB SHARING. All posts grade Lecturer 1 to Principal Lecturer are suitable for job share. Applications for job sharing will only be considered if submitted on a paired basis. Registers of potential job sharers are maintained for: Caribbean Karen Newbury, PS/FRE/EO OPPS, Room 436, The County Hall, London SE1 7PB.

Adult Education Institutes by Brian Stanton, PS/CEC6, Room 236A The County Hall, London SE1 7PB.

Inner London allowance. Lecturer 1 on an incremental scale £8,058-£13,080 with a starting point depending on qualifications, training and experience. Then to £13,278-£14,871.

Lecturer II £9,810-£14,871. Senior Lecturer £13,830-£16,035 (Bar £17,088).

INNER LONDON PICKUP UNIT

Senior Lecturer

(one-term secondment)

Development Officer

Required from 1 January 1988, for one term to cover for maternity leave, a Development Officer to support and promote the development of PICKUP in the Authority's FHE sector. The development officer will be expected to make a contribution to all aspects of the work of the Unit and at the same time to assume a major responsibility for marketing of staff development, in which case experience in either field will be essential. A commitment to equal opportunities policies is required. This is a good opportunity for a short-term secondment.

Further details and application forms from Co-ordinator, Inner London PICKUP Unit, Room 326/327, Westminster College, Vincent Square, London SW1 2PD. Tel: 01-630 6567.

CLAPHAM-BATTERSEA ADULT EDUCATION INSTITUTE

Lecturer II (0.5) ESL

Required, to take up post from 1st May 1988, as half of existing job share to develop work within a well established department that includes courses for the long term unemployed. The post requires up to 5 hours teaching a week, oversight of classes, induction of students, support for tutors – under the general guidance of the Head of Department.

Experience as an ESL teacher working with adult students is essential. Applicants will also need a flair for materials development, and an interest in multi-cultural studies.

Apply in writing for details (enclosing sae) to the S.A.O., Clapham-Battersea AEI, Henry Thornton Branch, Chestnut Grove School, Elms Road, SW4.

CITY AND EAST LONDON COLLEGE
Bunhill Row, EC1Y 8LQ.
Department of Continuing Education and Science

Lecturer I Careers

Wanted as soon as possible a Careers Teacher committed to working in a multicultural setting to work with young people and adults in the East End branches of the College. She/he should also be able to teach another subject, preferably English or Maths. Post: 8715.

Further details and application form may be obtained by writing to the Vice Principal (Starting), marking the envelope with the post number or by telephoning 01-638 4171.

SOUTHWARK COLLEGE
The Cut, SE1 8LE.

Southwark College is the major provider of 16-19 Education and training in the North and Centre of Southwark. The college has a proven track record in equal opportunities, Community and Employment demand.

CVLA Department

Part-Time Lecturer I

A part-time (6 hours) lecturer is required as soon as possible, to teach Computer Aided Design on BTEC 3D and NDD courses.

Equipment: Prime 2250 with PICASO CALCOMP 1043 Plotter Cubicomp Computer Graphics System and Micro-computing applications.

Please telephone 01-928 9561 ext. 320 for details and application forms.

Business Studies Department

Part-Time Teaching Staff

Part-time staff required as soon as possible to teach a range of Secretarial and Business skills.

For further details and application forms, please contact Roger Lewis on 01-928 9561 ext. 378.

VAUXHALL COLLEGE OF BUILDING AND FURTHER EDUCATION
Belmore Street, Wandsworth Road, SW8 2JY.
Tel: 01-498 1234

Department of Building Crafts

Lecturer I Plastering

Applications are invited from qualified and experienced plasterers to teach at all levels from craft to advanced craft certificate.

Application forms and further details may be obtained from the General Office (extensions 343/357).

HACKNEY COLLEGE

Hackney College is a large, multi-site college serving a wide area of North and East London in the provision of general prevocational and vocational education and training. For some more specialised training the College is also recognised as both a regional and national centre.

Faculty of Built Environment

Lecturer II

Required to teach ELECTRICAL INSTALLATIONS to a range of College courses which include CGLI 236 (Parts 1 and II), JIS/CITB Training Scheme, School Link and Short courses. Applicants should be qualified to CGLI 236 (Part II – 'C' course level or BTEC HNC (Building Services), or equivalent, and should have a good knowledge of the current edition of IEE Wiring Regulations. Post: 5060.

Faculty of Business, Science & General Education

Lecturer II

Required to assist with the delivery of a GCSE programme in which Study Skills and personal and career development from the central core across the whole spectrum of Humanities, Arts and Sciences is taught. The person appointed will be required to teach on one or more subjects across the GCE/GCSE range. Post: 5036.

Lecturer II

Required to teach COMPUTING AND INFORMATION PROCESSING to a range of courses in a rapidly expanding area. Post: 5081MS.

Faculty of Technology

Lecturer I

A LECTURER I in MULTISKILLS is required to teach on a wide range of basic skills to students of varying ages and abilities. The successful applicant will have extensive knowledge in the areas of Carpentry, Metalwork and Plumbing. Post: 6132TE.

Application forms and further details may be obtained from Mrs A. Yarrow, Hackney College, Kelsen Houses, 89 Mare Street, E8 4RQ. Tel: 01-985 8464 Ext. 284.

Youth Workers

WEST HAMPSTEAD PROJECT, NW6

Senior Youth Worker

£14,527-£16,001 Inc. (JNCS)

Qualified Senior Youth Worker required with experience of managing both centre based and detached youth work. The person appointed will be expected to put the ILEA's equal opportunities policy into practice, using the project's considerable resources.

This post is suitable for job-share. Applications will only be accepted if submitted on a paired basis. Assistance may be available towards household removal expenses.

Details and forms available from Camden Area Youth Office, 2-6 Camden High Street, London NW1. Tel: 01-388 2071.

Teachers

CITY AND EAST LONDON COLLEGE
Arbour Square, E1 0PT

Part-Time ESL Teacher

Required for January 1988, a part-time E.S.L. teacher with experience of working with adult bi-lingual women for a 'Wider Opportunities for Women' course to be run in the East End branch of the College.

Please apply to: Jill Aitchison, Head of Department on 01-790 1066.

Inner London Education Authority

ILEA IS AN EQUAL OPPORTUNITY EMPLOYER

COLLEGES OF FURTHER & TERTIARY EDUCATION
continued

HAMPSHIRE

FARNBOROUGH COLLEGE OF TECHNOLOGY

Lecturing posts are available in the following subject areas, to teach up to HND level: Environmental Biology, Computing, Management, Pollution Control, Computing.

Good qualifications and experience are expected. The grade of post will be offered (Lecturer Grade I/Lecturer Grade II/Senior Lecturer) will depend on relevant qualifications and experience.

Hampshire County Council pursues a policy of equality of opportunity. Applications are particularly welcome from people with disabilities.

Further details from Personnel Section, Farnborough College of Technology, Boundary Road, Farnborough, Hants GU14 6SB (Tel: 0252 - 515511, Ext. 210). Closing date: 27th November, 1987. (22354) 220026

KIRKLEES
METROPOLITAN COUNCIL

HUDDERSFIELD TECHNICAL CENTRE
New North Road,
Huddersfield HD1 5NN

DEPARTMENT OF BUSINESS AND SECRETARIAL STUDIES

Required for 1st January, 1988 or as soon as possible thereafter:-

LECTURER I IN INFORMATION TECHNOLOGY with particular reference to the applications of IT to Secretarial Skills (NTC 547).

Salary: £6,843 - £13,656 p.a. (under review).

Incremental credit within this scale will be given for approved qualifications and teaching or industrial experience and a candidate with 10 years experience could expect a starting salary of £10,000 p.a.

Application forms and further particulars from the Chief Administration Officer, at the above address, to whom applications should be returned within fourteen days of this advertisement. (Please quote Ref. ITTC 547). (41868) 220026

LEICESTERSHIRE
COUNTY COUNCIL

An Equal Opportunity Employer

CHARLES KEENE COLLEGE OF FURTHER EDUCATION
Painter Street, Leicester LE1 3WA

DEPARTMENT OF BUSINESS STUDIES

LECTURER GRADE I BUSINESS STUDIES

(Temporary to 31st August 1988)

Required as soon as possible, a Lecturer to join the Business Studies Department to teach on a range of courses. The main areas of teaching is on BTEC courses involving the core units 'The Organisation in its Environment' and 'Finance' and there will also be *involvement* in CPVE modules, 'Control of Organisations' and 'Book-keeping'.

Further particulars and application forms may be obtained on receipt of S.A.E. from the Principal. Closing date is 14 days from the appearance of this advertisement.

Asians and Afro-Caribbeans are under-represented in this area of the Council's work and are therefore positively encouraged to apply. (22138) 220026

HAVERING
LONDON BOROUGH OF HAVERING

HAVERING *TECHNICAL* COLLEGE

LECTURER I IN PHYSICS

The Department of Humanities, Mathematics & Science has an immediate vacancy for a Lecturer Grade I to teach Physics on both A level and GCSE courses. The ability to offer in related subjects would be an advantage but is not essential.

Salary: £7,638 - £14,451 inclusive (under review).

For application form and further details please send stamp to the Principal, Havering Technical College, Ardleigh Green Road, Hornchurch, Essex RM11 2LL.

Closing date for applications: Friday 27th November 1987. (10732) 220026

LEICESTERSHIRE
COUNTY COUNCIL

An Equal Opportunity Employer

CHARLES KEENE COLLEGE OF FURTHER EDUCATION
Painter Street, Leicester LE1 3WA

SENIOR LECTURER IN ELECTRICAL AND ELECTRONIC ENGINEERING

Applications are invited for the above full-time appointment with effect from 1st January 1988, or as soon as possible thereafter.

Applicants should be suitably qualified to teach Electrical Engineering and its applications for students on BTEC/CGLI/Specialist courses.

Applicants should in addition have relevant industrial experience together with proven teaching and administrative abilities.

Further particulars and application forms may be obtained from the Principal's Secretary, to whom completed applications are to be returned within 14 days of the appearance of this advertisement.

Asians and Afro-Caribbeans are under-represented in this area of the Council's work and are therefore positively encouraged to apply. (29139) 220026

LIVERPOOL
EDUCATION DEPARTMENT

MILLBROOK COLLEGE
Bankfield Site, Bankfield Road, Liverpool L13 1 BQ

Applications are invited from suitably experienced and qualified persons for the following posts:-

LECTURER II - SCHOOLS CONSORTIUM SECTION

£8,595 - £13,656.

The successful candidate will, in addition to a teaching commitment, assist the Schools Consortium Section Leader in:

- liaison with schools and external moderators;
- curriculum and staff development
- work placement and monitoring
- maintenance of student and assessment records
- development of information Technology elements of the curriculum.

The main areas of current provision are: GNVA Diploma in Office Technology and CPVE; applicants with these areas may both change and expand in the near future.

LECTURER I IN COMPUTING

£6,843 - £13,656

This post is in the Faculty of Business, Office and Secretarial Studies. The successful candidate will be expected to teach a number of different computer studies subjects and modules, with a minimum of 12 hours per week committed to courses for YTS, Managing Agency Trainees. As this programme extends over 52 weeks work will continue beyond the normal academic year and the successful candidate will therefore be expected to work a flexible programme within the existing Conditions of Service Agreement.

Further particulars and application forms may be obtained from the Principal's Secretary, to whom completed applications are to be returned within 14 days of the appearance of this advertisement.

Liverpool City Council is an Equal Opportunity Employer and welcomes applications irrespective of race, sex, marital status or disability. (10785) 220026

NEWCASTLE UPON TYNE
CITY OF NEWCASTLE UPON TYNE

EDUCATION COMMITTEE

COLLEGE OF ARTS AND TECHNOLOGY

SCHOOL OF MUSIC

LECTURER GRADE I IN MUSIC

£6,843 - £11,865
(£13,656) (under review)

A specialist in Jazz required, popular Music required, to join an enthusiastic team working in the Performance Course and Graded Diploma Course in Jazz, Popular and Contemporary Music.

You should be experienced performers and keyboard and/or other instruments and if possible have an interest in recording and electronic pop music.

Application Forms and further particulars from the Personnel Office, Rye Hill Park, Scotswood Road, Newcastle upon Tyne, NE4 7SA to be returned by 27.11.87.

The City Council is an Equal Opportunities Employer. Applications considered on the basis of suitability for the post regardless of sex, race, marital status or disability. (41846) 220026

NOTTINGHAMSHIRE
COUNTY COUNCIL
NEWARK TECHNICAL COLLEGE
Chauntry Park, Newark, Notts. NG24 1PB

LECTURER IN SOCIAL AND HEALTH CARE
Grade I - £6,843 - £11,865 p.a. (under review)

A suitably qualified person required to join an established section within the Department of General Studies to teach Social and Health Care related subjects. Social work experience is essential and teaching experience desirable.

Application form and further details are available from and returnable to the Principal at the College at the above address. Closing date 30th November, 1987.

An Equal Opportunity Employer. (15450)

NORTH HERTS COLLEGE
BROADWAY – LETCHWORTH

Department of General and Pre-vocational Education

Lecturer I in General Education (Core Curriculum)

Required for 1 January 1988, a Lecturer Grade I in General Education dedicated to the development of core curriculum. Ability to teach at least one subject from Law, Accounts, Economics, Business Studies or Behavioural Sciences to GCSE and 'A' Level students preferred.

Salary Scale £6843-£11865 (under review)

Further details and application form available from the Principal's Secretary, North Herts College, *Cambridge Road, Hitchin, Herts SG4 0JD.* (SAE please)

LEICESTERSHIRE
COUNTY COUNCIL

An Equal Opportunities Employer

CHARLES KEENE COLLEGE OF FURTHER EDUCATION
Painter Street, Leicester LE1 3WA

DEPARTMENT OF COMMUNITY AND RECREATIONAL STUDIES

LECTURER GRADE I IN DANCE

Applications are invited from suitably qualified persons to work within the area of Performing Arts. Courses are offered at 'A' and GCSE levels in Dance and Drama and at 'A' level in Music.

Further particulars and application forms may be obtained on receipt of S.A.E. from the Principal. Closing date is 14 days from the appearance of this advertisement.

Asians and Afro-Caribbeans are under-represented in this area of the Council's work and are therefore positively encouraged to apply. (41807) 220026

LEICESTERSHIRE
COUNTY COUNCIL

An Equal Opportunity Employer

COALVILLE TECHNICAL COLLEGE
Bridge Road, Coalville, Leicester LE6 2QR

HEAD OF DEPARTMENT OF ADULT STUDIES GRADE II

Head of Department of Adult Studies (Grade 3) required as soon as possible. Applicants should have good academic and teaching qualifications and experience working with adult, unemployed. An interest in curriculum development is desirable.

Further details and application forms are available on receipt of a large S.A.E. from the Principal at the college. The closing date, for applications is two weeks after the appearance of this advertisement.

Asians and Afro-Caribbeans are under-represented in this area of the Council's work and are therefore positively encouraged to apply. (10755)

CROYDON COLLEGE

Croydon College is a large institution of Higher and Further Education within 15 minutes of Central London. The College is committed to innovative curriculum development and supports continuing professional development.

FACULTY OF BUSINESS AND PROFESSIONAL STUDIES

LECTURER II IN LAW

Applications are invited for the above post in the Faculty of Business and Professional Studies, to commence 1 January 1988. Candidates should be well qualified, experienced lecturers in Law, prepared to lecture on the LLB course, and a range of business, professional and management courses.

The salary for this post will be in accordance with the current Burnham Further Education Award which is at present:

LECTURER II: £9,390 - 14,451 (Inclusive of London Weighting Allowance)

Application forms and further details may be obtained from the Vice-Principal (Planning & Resources), Croydon College, Fairfield, Croydon, CR9 1DX. A self-addressed envelope would be most appreciated. Completed application forms should be returned within fourteen days of the appearance of this advertisement.

Croydon is an equal opportunities employer.

CROYDON COLLEGE

London Borough of Harrow

GREENHILL COLLEGE

Greenhill is a new Tertiary college which opened in September 1987. Applications are invited for the following posts which have arisen because of expansion:

Required as soon as possible, or from April 1988:

FACULTY OF MATHEMATICS, SCIENCE & TECHNOLOGY

Lecturer I (0.5) – Numeracy

A Lecturer I (0.5) is required to teach Numeracy and Mathematics up to GCSE level. The person appointed must hold a teaching qualification and be experienced in and committed to teaching numeracy at remedial level.

Lecturer I – Physics and Mathematics or Electronics

A Lecturer I is required to teach Physics as a principle subject but who is also able to offer either Mathematics or Electronics. Experience of C&G 224 Electronic Servicing would be welcome. The person appointed must hold a degree in a relevant subject and be teacher trained.

Lecturer I (0.5) – Mathematics

A Lecturer I (0.5) is required to teach Mathematics on a range of courses. These include CPVE, BTEC, GCSE and GCE A-level. The person appointed must hold a degree in a relevant subject and hold a teaching qualification.

Lecturer I – Computing and Information Technology

A Lecturer I is required to teach computing and information technology from an introductory level up to GCE A-level. The person appointed must be qualified to degree or HND level. A teacher training qualification would be desirable but in the case of a person having substantial commercial experience this would be waived on the understanding that training would be undertaken if appointed.

FACULTY OF LANGUAGE, LITERATURE & COMMUNICATIONS

Lecturer I – English & Communications

A Lecturer I in English and Communications is required to teach on a range of full and part time courses. Interest and experience in some of the following areas would be welcome; Communication and Media Studies; A-level English Language Studies; BTEC; GCSE and A-level English; Access to Higher Education. Applicants *should have experience of language work in a multi-*racial college.

Lecturer I (0.5) – English as a Second Language

A Lecturer I (0.5) in English as a Second Language is required to teach on a range of part-time adult classes, and to co-ordinate these classes on the main college site. Applicants should have relevant teaching qualifications and recent substantial experience of working with bilingual adults. A commitment to equality of opportunity is essential.

FACULTY OF DESIGN, ART & CRAFTS

Lecturer I (0.5) – Sport

A Lecturer I (0.5) is required to join the College Sport and Recreation team. The person appointed must be able to offer a range of sporting expertise.

Lecturer I – Special Needs

A Lecturer I is required to join the Special Needs team. The person appointed should have relevant Special Needs qualification and experience. There will be an opportunity to contribute to a developing Special Needs provision both within the College and across the Borough.

STUDENT SERVICES DIRECTORATE

Lecturer I – Student Services (Careers/Work Experience)

A Lecturer I is required to join the Student Services Directorate which provides major support for pastoral work, tutoring, careers work, etc, in the College.

The person appointed must have relevant qualifications and/or experience in careers work. They will be expected to contribute to the development of the college Work Experience programme and to act as Student Union liaison officer.

FACULTY OF HUMANITIES, SOCIOLOGY & BUSINESS STUDIES

Lecturer I – Finance & Accounts

A Lecturer I is required to teach accounts at GCSE and A-level. An ability to contribute to the finance component of BTEC courses would be an advantage. Candidates should possess a relevant degree or professional qualification. Commercial and teaching experience is desirable.

Lecturer I – Information Processing Word Processing

A Lecturer I is required who can teach Information and Word Processing across a wide range of secretarial and business (BTEC) courses (full and part-time). The successful applicant will be expected to contribute to the development of new technology within the Humanities, Social and Business Studies faculty. Experience of either WANG or NIMBUS machines would be an advantage.

It is possible to consider this post as a job-share or two separate posts (0.5 Information Processing and 0.5 Word Processing/Keyboarding).

Lecturer I (0.5) – Law and Lecturer I (0.5) – Business Studies/ Economics

A Lecturer I (0.5) is required to teach LAW to GCSE and A-level students. Ability to contribute to BTEC options in Consumer Law and Law in Public Administration would be welcome. Candidates should possess a law degree and have teaching *experience.*

A Lecturer I (0.5) is required to teach in the areas of Economics and Business Studies. Both subjects are offered at GCSE and A-level. Ability to contribute to BTEC courses at 1st and National levels would be welcome. The successful candidate will probably possess a degree or equivalent professional qualification and have a successful teaching record. Relevant commercial experience would be advantageous.

It may be possible to consider both posts as one, full-time post or for two people as a job-share.

Also required from January 1 1988:

Lecturer I – Sociology

A Lecturer I is required from January to teach Sociology at GCSE and A-level. Sociology is a popular subject in the College and there is an opportunity to teach both full and part-time classes. An interest in contributing to BTEC courses would be welcome.

All the above full-time posts carry the responsibility of group tutor and all staff should be prepared to contribute to the college Additional Studies programmes.

Applications from candidates wishing to job-share will be considered.

Salaries as per FE Burnham Committee scales under review at present time.

Application forms and further details are available from Mary Toussaint, Greenhill College, Lowlands Road, Harrow, Middlesex HA1 3AQ, Tel. 01-422 2366, to whom they should be returned within fortnight of appearance of this advert. Please indicate which post is of interest.

HARROW IS AN EQUAL OPPORTUNITIES EMPLOYER. (51697)

harrow COLLEGES

COLLEGES OF FURTHER & TERTIARY EDUCATION
continued

NORTH YORKSHIRE

YORK COLLEGE OF ARTS AND TECHNOLOGY
LECTURER GRADE I IN MANAGEMENT (QUANTITATIVE STUDIES)
£6,843 - £11,865 (award pending) Initial placement is dependent on qualifications and experience.
Required as a.s.a.p. to join the School of Business Studies to teach on a range of supervisory and middle management courses, which include NEBSM1, CMS, IPS, IIM and short managerial development programmes.

Also to teach operational management topic areas such as Application Services, Linear Programming, Inventory Control, Network Analysis, Statistics QC, BE Analysis and Budgetary Control.

Candidates should have a good graduate and/or professional qualification together with industrial/commercial experience and a teaching qualification is preferred.

Application Form and further details (foolscap s.a.e. please) from the Principal, York College of Arts and Technology, Dringhouses, York YO2 1UA. Closing date 27.11.87. (41838) 220026

SHROPSHIRE

HARPER ADAMS AGRICULTURAL COLLEGE
Newport, Shropshire
WARDEN/STUDENT COUNSELLOR

Applications are invited from suitably experienced persons for the above appointment to commence on 1 April, 1988.

The person appointed will be responsible to the Principal and must have a very positive interest in the welfare, conduct and development of young people in a community. Previous experience of working with young people in college, club or activity situations is essential. It is likely that the person appointed will be in the age range of 28 - 40 years but the over-riding factor will be the ability to relate to young people.

The salary will be related to the Burnham scale for Teachers in Further Education - Senior Lecturer £12,615 - £15,873 (pay award pending).

The person appointed will be required to live in the house provided non the College campus, rent and rates free.

Further particulars and application forms available from The Principal, Harper Adams Agricultural College, Newport, Shropshire TF10 8NB. Tel: Newport (0952) 820980.

Closing Date: 30th November, 1987. (29147) 220026

STAFFORDSHIRE

STOKE-ON-TRENT TECHNICAL COLLEGE
TEMPORARY FULL TIME LECTURER GRADE I, required to teach Office and Business Skills for Y.T.S. trainees.

M.S.C. contract basis from 1st January to 31st August 1988, may be renewed annually.

£6,843 - £11,865 progressing to £13,656 per annum (under review).

Application forms and further particulars are available from the Principal's Secretary, Stoke-on-Trent Technical College, Moorland Road, Burslem, Stoke-on-Trent, Staffs. ST6 1JJ.

Closing date for applications: 14 days after the appearance of this advertisement.

Canvassing will disqualify.

Trade Union Membership encouraged.

An Equal Opportunity Employer

STAFFORDSHIRE COUNTY COUNCIL. (41849) 220026

MERTON COLLEGE

Lecturer II. in Business Studies

Applicants are invited for the post of Lecturer Grade II. in Business Studies (Travel & Tourism)

Applicants will be appropriately qualified with a degree or equivalent professional qualification, having practical commercial experience preferably in the travel & tourism trade as well as Business Studies teaching experience. Teaching and administration experience of B/TEC National courses is sought and experience of travel & tourism including, perhaps A.B.T.A. courses. Candidates will be able to show an ability to manage an integrated programme. A sound knowledge of a core themes in B/TEC National as well as one or more of the option units will be required. The post will involve co-ordinating duties in connection with B/TEC National courses.

Salary: Burnham Scale — Lecturer II: £8,595-£13,656 plus £1,215 London Weighting

Lecturer II. in Computer Studies

Applicants are invited for the post of Lecturer Grade II. in for Business Studies.

Applicants will be suitably qualified with a degree or equivalent qualification, with preference for someone with recent practical experience in the business data processing field and good knowledge of business computing, COBOL and a familiarity with current programming techniques. Candidates must be able to contribute to the development of the use of computers in education and be able to offer instruction on B/TEC, CPVE, AAT and IDPM courses, as well as teaching on short commercial courses.

Salary: Burnham Scale — Lecturer II: £8,595 -£13,656 plus £1,215 London Weighting

Lecturer I. in Business Studies Economics

Applicants are invited for the post of Lecturer Grade I. in Business Studies.

Applicants must have a sound knowledge of Economics and related subjects within B/TEC courses and be qualified with a degree or equivalent professional qualification. Teaching will range over such courses as B/TEC; Institute of Bankers; Association of Accounting Technicians; Institute of Marketing and Access to Higher Education. Candidates will be expected to be aware of modern developments involving their specialism within the Business Studies context and to play an active role in curriculum developments.

Salary: Burnham Scale — Lecturer I: £6,843-£11,865 with progression to £13,656 plus £1,215 London Weighting

Lecturer I. in Legal Studies

Applicants are invited for the post of Lecturer Grade I. for in Legal Studies.

Applicants must have a thorough and up-to-date knowledge of English Principles of Law and be legally qualified with a degree or equivalent professional qualification. Teaching duties will range over such courses as Institute of Legal Executives — Parts I. and II; GCE & GCSE Law; B/TEC; Institute of Bankers; Association of Accounting Technicians; Institute of Marketing and Access to Higher Education. Candidates will be expected to be keenly aware of current matters involving their specialism and to take an active part in curriculum developments.

Salary: Burnham Scale — Lecturer I. £6,843-£11,865 with progression to £13,656 plus £1,215 London Weighting

Lecturer I. in Secretarial Studies

Applicants are invited for the post of Lecturer Grade I. for in Secretarial Studies.

Applicants, who will be suitably qualified, must have a sound knowledge of a variety of Secretarial skills including Typewriting, Audio Typing, Shorthand, Word Processing and perhaps Business Communications. Teaching will range over such courses as one year full-time Secretarial; Audio and Word Processing as well as B/TEC First and National Awards and other courses including short courses such as mature "Return to Work" programmes. Candidates will be expected to be aware of matters involving their specialisms and to take an active part in curriculum developments.

Salary: Burnham Scale — Lecturer I. £6,843-£11,865 with progression to £13,656 plus £1,215 London Weighting

Application forms and further particulars of all posts are available from the Registrar's Office, Merton College, Morden Park, Morden, Surrey SM4 5QX. The Closing date for applications is two weeks from the appearance of this advertisement. (63340)

LONDON BOROUGH OF merton

Merton is an Equal Opportunities Employer. All applications will be considered on their merits.

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES

(An equal opportunity employer)

RICHMOND UPON THAMES COLLEGE
SCHOOL OF TECHNOLOGY

LECTURER II PAINTING & DECORATING

Salary Scale: £8,595 - £13,656 plus £735 Outer London Allowance

Required from 1st January 1988. A suitably qualified and experienced person to take over a progressive section, due to the promotion of the existing post holder.

The Section offers courses to C & G Advanced Craft on a Block release and PTD basis including YTS. Specialist courses are planned with Broken Colour, Marbling and Graining, Signwriting and Stencilling on an Evening basis.

Forms and further details (foolscap s.a.e. please) from: Administrative Assistant (Personnel), Richmond upon Thames College, Egerton Road, Twickenham, Middlesex TW2 7SJ. To be returned by: 27th November, 1987. (22252) 220026

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES

(An equal opportunity employer)

RICHMOND UPON THAMES COLLEGE
PART-TIME LECTURING

The Richmond upon Thames College, which is responsible for vocational and academic education within the 16-19 age group, invites applications for part-time lecturers to be entered on a subject register and to be offered sessional or casual contracts when the need arises.

Current hourly rates of pay are:

Level III (Post 'A' Level) = £15.19
Level IV (roughly post 'O' Level) = £13.33
Level V = £9.81

Lecturers are sought in Law. Required as soon as possible to teach up to and include 'A' Level law. Applicants possessing a degree in Law who would be interested in teaching a few hours each week.

Forms and further details (foolscap s.a.e. please) from: Administrative Assistant (personnel), Richmond upon Thames College, Egerton Road, Twickenham, Middlesex TW2 7SJ. CLOSING DATE 27.11.87. (41864) 220026

SHROPSHIRE

SHREWSBURY COLLEGE OF ARTS AND TECHNOLOGY
London Road, Shrewsbury SY2 6SR

Required from 1st January 1988 a

LECTURER II FOR GENERAL STUDIES

Applicants should be qualified teachers with a good honours degree and appropriate experience in teaching General Studies to BTEC and Craft Course Studies.

Application forms and further particulars can be obtained from the Principal, Shrewsbury College of Arts and Technology, London Road, Shrewsbury. Tel: 231544 to whom they should be returned as soon as possible. (41846) 220026

SOMERSET
COUNTY COUNCIL
SOMERSET COLLEGE OF ARTS AND TECHNOLOGY
Taunton

LECTURER I IN TRAVEL STUDIES
Salary Scale £6,843 - £13,656
Required for January 1988 or as soon as possible thereafter.

Applicants must have particular strengths on the travel aspects of the industry, and be able to contribute to other areas of the Department's work. Recent and extensive experience in the travel industry, either on the Agency or the Operations side, is essential, while membership of a professional body and/or degree or equivalent qualification is desirable. A teaching qualification is desirable, but not essential, as training will be given.

Application form and further details (sae please) from the Chief Administrative Officer, Somerset College of Arts and Technology, Taunton, Somerset TA1 5AX.

Closing date 30th November.

AN EQUAL OPPORTUNITIES EMPLOYER. (32566) 220026

TRAFFORD
METROPOLITAN BOROUGH OF TRAFFORD
EDUCATION DEPARTMENT
NORTH TRAFFORD COLLEGE OF FURTHER EDUCATION
Talbot Road, Stretford, Manchester M32 0XH

SENIOR LECTURER-DEPARTMENT OF ENGINEERING

Applications are invited from suitably qualified persons for the above post. The person appointed will be responsible for the co-ordination and development of courses in one or the following areas:
(i) Electrical Power
(ii) Microelectronics/ Computing

Applicants should possess a Degree, HNC or HNC with Electronics as a major element.

Salary: within the scale £12,615 - £14,820 (under review).

Further particulars and application form may be obtained, upon receipt of a stamped addressed foolscap envelope, from the Principal, to whom completed forms should be returned within 14 days of the appearance of this advertisement. 220026

WILTSHIRE
EDUCATION COMMITTEE

TROWBRIDGE TECHNICAL COLLEGE

DEPARTMENT OF BUSINESS STUDIES

LECTURER GRADE I in BUSINESS STUDIES

An enthusiastic lecturer is required for 1st January, 1988 or as soon as possible thereafter, to join a progressive BTEC National Course Team to teach some or all of the following areas:

The Organisation in its Environment

Accounting and Finance

Insurance

Information Processing

There will be opportunities for the successful candidate to become involved in tutorial work and curriculum development.

Further details and application forms obtainable from the Principal's Secretary, Trowbridge Technical College, College Road, Trowbridge, Wilts BA14 0ES. Tel: Trowbridge (0225) 66241). (22351) 220026

WOLVERHAMPTON
METROPOLITAN BOROUGH COUNCIL

EDUCATION DEPARTMENT

WULFRUN COLLEGE OF FURTHER EDUCATION

READVERTISEMENT
(previous applications will automatically be considered)

Applications are invited for the following appointments, all of which commence as soon as possible.

DEPARTMENT OF COMPUTER STUDIES AND OFFICE TECHNOLOGY

LECTURER GRADE I (Post No. 151) **IN INFORMATION TECHNOLOGY**

Salary in accordance with Burnham Technical Scale.

Forms of application and further particulars are obtainable by sending a stamped addressed foolscap envelope to The Principal, Wulfrun College of Further Education, Paget Road, Wolverhampton WV6 0DU to whom completed applications (quoting post number) should be returned no later than fourteen days after the appearance of this advertisement.

Wolverhampton Metropolitan Borough Council is an equal opportunity employer and positively welcomes applications from all sections of the community irrespective of an individual's sex, ethnic or national origin, colour, age (up to 65 years), disability, sexual orientation or responsibility for dependants. (15380) 220026

WATFORD COLLEGE
DEPARTMENT OF ENGINEERING & SCIENCE

Senior Lecturer in Computer Engineering

Required to join a team in a rapidly developing area of Computer & Software Engineering to teach up to BTEC *HIGHER* LEVEL.

Assistance in the development of new computer equipment, currently being installed, will be required in terms of both hardware and software.

Salary in accordance with Burnham F.E. Scale for Senior Lecturers: £12615-£14820 (Bar) – £16873 p.a., plus £309 p.a. Fringe allowance.

The County has a generous relocation scheme to assist new employees, where appropriate, who have to move home.

Further details and application forms available from The Principal, Watford College, Hempstead Road, Watford, Herts. WD1 3EZ. (Tel. Watford 57631). (51965)

Colleges of Art & Design

NORFOLK COLLEGE OF ART AND DESIGN

PRINCIPAL

Within Group 4, currently £22,483 p.a. (salary award pending)

Following the Authority's decision to merge the Norwich School of Art and the Great Yarmouth College of Art and Design, we now require a Principal for the single new institution. The person appointed will take office no later than 1st May 1988 and will be Principal Designate of the new College.

The successful candidate will have appropriate qualifications, a total commitment towards Art and Design education and preferably a national or international reputation in a related field. He/she will have Senior Management experience with an innovative approach to developments in the new institution both academically and through industrial links.

Application forms and further details (s.a.e. please) may be obtained from the County Education Officer (Ref. PR/15), Education Department (Room 5), County Hall, Martineau Lane, Norwich NR1 2DL, to whom completed forms should be returned by 4th December 1987.

Norfolk County Council

GREAT YARMOUTH COLLEGE OF ART AND DESIGN

LECTURER GRADE II, COURSE LEADER

Salary Scale £8,595 – £13,656 per annum

For BTEC National Diploma course in Design (Surface Pattern) required for January 1988 or as soon as possible thereafter.

Further details and application forms obtainable from the College, Trafalgar Road, Great Yarmouth NR30 2LB on receipt of a 24p stamp. Completed forms to be returned by 1st December 1987.

Norfolk County Council

FACULTY OF HUMANITIES

Head of Teacher Education

(Ref No. L135/ZZ)

(Head of Department Grade VI)

Salary £20,853 - £22,854 inclusive (pay award pending)

PNL offers a wide range of courses and services and is a major provider of educational resources in North London.

There is currently a vacancy for the post of Head of the Department of Teaching Studies and PNL is seeking to appoint a candidate who can give professional leadership to this vigorous and expanding Department which has pioneered the development of Access courses to teacher education and whose student body comprises a majority of mature students, many from ethnic minority groups.

The successful candidate will have a strong commitment to urban education, to the Polytechnic's policies on Access and mature student entry and be able to contribute to the Department's growing reputation for expertise in preparing teachers to work in inner city classrooms. This will entail close knowledge of inner urban education and a sound knowledge of current local and national issues and initiatives. Consolidating and expanding the Department's links with local schools and fostering relations with local authorities, advisers, inspectors and validating bodies will form a major part of the job.

Candidates are sought of appropriate academic standing with relevant experience in teaching and teacher education, either in a higher education establishment or an LEA. The appointee will also play an active role in leading and managing the Department's research and staff development programmes.

Interested persons are invited to contact the Dean of the Faculty of Humanities, John Broad on 01-607 2789 x4041 for an informal discussion. (51920)

P·N·L THE POLYTECHNIC OF NORTH LONDON

Our Department of Science and Technology requires a

Senior Lecturer/ Lecturer Grade 2 in Electronic Engineering

to join an expanding team. Applicants must be able to teach across the spectrum of HNC/HND courses and be able to contribute to in-college and in-company short courses.

A Degree is required in an appropriate discipline and recent industrial experience is desirable.

An appropriate specialism will be considered.

For further details of this post and an application form please contact:
The Staffing Officer
Slough College of Higher Education
Wellington Street, Slough, Berks. SL1 1YG.
Telephone: Slough (0753) 34585

An Equal Opportunities Employer

Slough College

Colleges and Departments of Art

Other Appointments

HEREFORD AND WORCESTER
COUNTY COUNCIL

HEREFORDSHIRE COLLEGE OF ART AND DESIGN

APPOINTMENT OF LECTURER GRADE II IN FASHION
(Senior Course Tutor)
Salary Scale £8,595 - £13,656

The College is planning to offer a BTEC National Diploma in Fashion from September 1988 to replace the National Certificate in Fashion currently offered and is seeking to appoint, from 1st January 1988, a suitably qualified person with the energy, enthusiasm and experience to plan, instigate and run this course.

The person appointed should be a creative designer, with organisational and administrative ability, and be capable of leading a course team, and working closely with staff from other areas.

Applicants should have good academic/professional qualifications. Recent experience of industry is essential, and teaching experience would be an advantage.

Further details and application forms (which should be returned within 14 days of the appearance of this advertisement) should be obtained from the Principal, Herefordshire College of Art & Design, Folly Lane, Hereford HR1 1LT. (Tel: 0432 273359).

Previous applicants need not re-apply as they will automatically be reconsidered. (22392) 240026

Colleges of Higher Education

Other Appointments

HEREFORD AND WORCESTER
COUNTY COUNCIL

WORCESTER COLLEGE OF HIGHER EDUCATION

TEMPORARY LECTURESHIP IN MATHEMATICS

Spring Term 1988. One or more appointments (to one full-time equivalent) to cover: Primary School Professional Mathematics; B.Ed. Subject Studies Mathematics; Secondary School Practice supervision.

Salary: Lecturer Grade II £8,595 - £13,656, under review), or Senior Lecturer £12,615 - £15,873) where qualifications and experience justify.

Application forms and further particulars from the Principal, Worcester College of Higher Education, Henwick Grove, Worcester WR2 6AJ (Tel: 0905 428080). (22391) 280026

LANCASHIRE

ST. MARTIN'S COLLEGE OF HIGHER EDUCATION
Lancaster

LECTURER II/SENIOR LECTURER IN PHYSICS

Applications are invited for the temporary post of Lecturer in Physics from 1st April 1988, or earlier if possible, to assist with courses in initial and in-service training of secondary physics and science teachers. The post is for one year or eighteen months and it may be possible for a secondment to be arranged for the person appointed.

Applicants should possess an honours degree, have recent and successful experience of teaching physics and be conversant with current curriculum development programmes in physics and science teaching.

Further particulars and applicaton form are available from the Principal, S. Martin's College, Lancaster LA1 3JD. Completed application forms should be returned by 27th November. (22127) 280026

University Appointments

NOTTINGHAM

UNIVERSITY OF NOTTINGHAM

SCHOOL OF EDUCATION

LECTURER IN MATHEMATICS EDUCATION

A full-time lecturer is required for a fixed period of three years and one term to join a well-established team of lecturers in mathematics education. The applicant should have substantial recent secondary mathematics classroom experience and involvement with in-service and/or research work would be an advantage. He or she will be expected to contribute primarily to teaching on (i) the one-year PGCE course, (ii) a new two-year PGCE maths course which is being developed, and (iii) in-service work, but ability to contribute to higher degree work would be an additional recommendation. There are considerable opportunities to develop research work in association with the Shell Centre for Mathematics Education which is based in the same building.

The appointment is effective from 1 April 1988 or a later date by mutual agreement.

Further information may be obtained informally by telephone from Mr M.J. Barber or Dr K.E. Selkirk at the University (0602 506161, Ext. 2265).

Forms of application and further particulars from the Staff Appointmnts Office, University of Nottingham, University Park, Nottingham NG7 2RD. Closing date for applications is 23 November 1987. Ref. No. 1132. (22290) 300000

Fellowships, Studentships and Research Awards

OXFORD
ST. HILDA'S COLLEGE
Oxford
A SCHOOL MISTRESS FELLOWSHIP will be offered, tenable in the spring or summer term 1989. Candidates must be practising teachers engaged in sixth form work.
Particulars may be obtained from the College Secretary. Closing date for applications: 12th February 1988. (15383) 340000

UNIVERSITY OF OXFORD
DELEGACY OF LOCAL EXAMINATIONS

Research Assistants (2)

The Delegacy has vacancies for two Research Assistants to work on matters relating to examinations and assessment. Much of the work of both Research Assistants, who will work in the Research Division of the Delegacy, will be concerned with aspects of GCSE examinations, but some time may be spent on GCE A level and AS Level examinations as well as other aspects of the work of the Delegacy.

One researcher is required to assist in the technical work of the Research Division, and will be required to use an IBM PC/AT workstation and to be involved in the development and use of applications software. Applicants should have a relevant graduate qualification and experience, and knowledge of FORTRAN would be advantageous. Practical experience of data analysis would be especially useful.

A second researcher is required to assist in conducting examinations research. Applicants should have recent teaching experience and be able to apply themselves in an area of work with which they may not be familiar. A proven record of administrative ability would be advantageous.

Both posts are for three years and will become available on 1 April 1988. The posts will be based at the Oxford Delegacy and the Salary will be on the University Scale (ARIA) £9,305-£14,825. Further particulars, and a form of application which must be returned by 1 December 1987, may be obtained from The Secretary, University of Oxford Delegacy of Local Examinations, Ewert House, Ewert Place, Summertown, Oxford, OX2 7BZ. Telephone: Oxford 54291, Extension 306, (att. of Office Manager). (51885)

Adult Education

HAMPSHIRE

DIOCESE OF WINCHESTER

ADULT EDUCATION ADVISER

Applications are invited from Women Deacons, or Lay People for this new post which is to be established early in 1988 to continue and develop the work of Lay Education in the diocese. The post has an initial contract of 5 years.

Incumbent's Scale plus Housing Allowance and work expenses.

Details and application form from The Revd. Canon Paul Bates, Diocesan Director of Training, Church House, 9 The Close, Winchester SO23 9LS. Tel: 0962 844644.

Closing date for application: 12 December 1987. (22253) 380000

Youth and Community Service

CORNWALL
CORNWALL YOUTH ASSOCIATION
DIRECTOR
Soulbury Main Range A, £14,151 - £15,651
As part of new development, the Association are seeking applications from qualified and experienced youth workers for a new post based on Truro.
Application forms and further details from the Chairman, Mr J. Girdlestone, F.C.A., 5 Marlborough Court, Falmouth TR11 2QU.
Closing date 11 December. (22269) 440000

DERBYSHIRE
COUNTY COUNCIL
YOUTH AND COMMUNITY
Please see composite advert under secondary on Page 69. (47005) 440000

FIRCROFT COLLEGE
BIRMINGHAM
(A member of the Federation of the Selly Oak Colleges)

Applications are invited for the post of PRINCIPAL of this small, DES-funded, long-term residential college for adult students (vacant on the retirement of Mr Brian Wicker). The successful applicant must show a proven record of commitment to the education and care of mature students and of successful teaching in some relevant academic discipline to degree level. Managerial and public relations skills, including the control of a budget, will also be required. The post is residential. A house is provided, rent free. Participation in the general work of the Federation of the Selly Oak Colleges is important.

The College's present curriculum includes Economics, Philosophy, Politics, Peace Studies, Sociology, Literature, History and Mathematics. Applicants may be qualified in any of these areas.

Salary: Group III for College Principals under the National Joint Council for Teachers in Further Education, in the range £19,491-£20,841 (currently subject to negotiation)

Further details from the Bursar, Fircroft College, 1018 Bristol Road, Selly Oak, Birmingham B29 6LH. Tel: 021 472 0116. Closing date for applications: 7 December 1987.

The College is an equal opportunities employer.

CO-ORDINATOR – COMMUNITY WORK

JNC Level 2 £10,995 - £14,195 p.a. inclusive

Based at West Drayton Centre. The vacancy has arisen due to the promotion of the previous postholder. The Co-ordinator would take responsibility for Community Association Work throughout the Borough. The post calls for experience in the voluntary or statutory sector and offers opportunities for developing training programmes and support of the 12 established Community Associations. One area of work would be in advising and supporting the local Federation of Community Associations where there exists a close liaison with the local authority.

Applications from experienced Youth and Community Workers are invited preferably with a qualification in Youth and Community Work.

For informal discussion telephone Sylvia Taylor (Youth and Community Education Officer 01 840 0903).

Application forms and further details from the Personnel Division, Civic Centre, Uxbridge, Middlesex UB8 1UW. Telephone Uxbridge 50689 (24 hour answering service available). Please quote reference number E/26/133XR. Closing date 30 November 1987.

HILLINGDON THE WEST LONDON BOROUGH

Hillingdon, as an equal opportunities employer, welcomes applications from candidates irrespective of race, sex, marital status, age, sexual orientation or disability.

ESSEX
COUNTY COUNCIL
COMMUNITY EDUCATION SERVICE

Applications are invited from qualified teachers or youth leaders with relevant experience for the following post:

WARDEN: CANVEY YOUTH AND ADULT CENTRE

An enthusiast for informal education is required for the above Centre, situated on Canvey Island, Essex.

The Centre is based in its own small wing attached to school premises, with plans in hand to extend the wing. The membership of young people and adults totals approximately 2,000. The Warden is responsible for the Youth Work Programme and Adult Education provision, in conjunction with the Area Community Education Officer.

Salary: Burnham Head of Department currently £14,126 - £15,933.

YOUTH & COMMUNITY SERVICES

Applications are invited from suitably qualified persons for the post of

DEPUTY WARDEN: CLACTON YOUTH AND ADULT CENTRE

This full time post is based in the coastal town of Clacton and is situated in one of the largest Centres in Essex. It is an extremely busy Centre offering a wide range of Youth and Adult activities including a Youth Social Club, Duke of Edinburgh Award Scheme and Adult Education Courses.

Salary: JNC for Youth Workers level 2a £9,[illegible] - £12,600 per annum.

Application forms and further details for both posts are available from the County Education Office, Community Education Service, Threadneedle House, Market [illegible] Chelmsford CM1 [illegible] Tel: Chelmsford [illegible] Ext. 30030.

Closing date for applications, 27th November [illegible] (22280)

DIRECTOR NYB

National Youth Bureau

The Bureau is funded by Government to provide a national information and curriculum development advisory service to the Youth Service and others working with young people. The offices are in Leicester.

Reporting to the Management Committee of the Bureau, the Director is accountable for a staff of about 60 people and a budget of about £1,000,000.

Although candidates must have an appreciation of the work and purpose of the Youth Service, they could come from wider education or training fields. They must be able to demonstrate managerial ability and achievement in the fields of youth work/education/training of young people to include, in particular, curriculum development skills. They must also demonstrate the personal qualities and experience necessary to maintain and significantly develop the work of a national agency receiving pubic funding.

The appointment will be for a fixed five year term. The starting salary will normally be £26,385 rising by annual increments to £27,985.

Further information is available from: **Ivor Widdison, Council of Local Education Authorities, 66A Eaton Square, Westminster, London SW1W 9BH (Tel: 01-235 1200 Ext. 201)**

Written formal application should be submitted by 23 November 1987.

THE NATIONAL YOUTH BUREAU IS AN EQUAL OPPORTUNITIES EMPLOYER.

Metro Rochdale
A LOCAL COUNCIL–BUILDING A FUTURE

Your application will be judged solely on its merits.
EDUCATION DEPARTMENT

Neighbourhood Youth and Community Worker

Brotherod and Turf Hill Areas, Rochdale.
JNC Youth and Community Workers Level 2
Scale 2 £10,200-£11,400

Applications are invited from suitably qualified (eg Certificate in Youth and Community Work) and experienced persons.

An enthusiastic person is required to stimulate community development by working closely with a variety of community groups.

This is a new post, which will provide the postholder with the opportunity to implement ideas and skills.

Because the work will initially be in two distinct areas of Rochdale, consideration could be given to job sharing.

Further details will be sent with the application form. However, should you require further information please contact the Youth and Community Office, telephone Rochdale 47474 ext 5110.

Application forms available (quote ref 1050) from Rochdale Metropolitan Borough Council, Personnel Department, PO Box 101, Town Hall, Rochdale OL16 1AB, telephone Rochdale 515634 (243 hour answerphone) to be returned no later than 217 November 1987. (51945)

STRIVING FOR EQUAL OPPORTUNITIES

Senior Assistant County Youth Officer

(Soulbury Principal Range D)
£19251 - £20751

Applications are invited from qualified and experienced Youth and Community Officers following the promotion of the present post holder to Assistant Director of the Duke of Edinburgh Award. Duties will include the management of large Manpower Services funded schemes, Youth Service staffing and the development of a programme of County and International events. The holder of the post also acts as deputy in the absence of the County Youth Officer. Experience of working with MSC Schemes would be an advantage and both management and entrepreneurial skills are required. Disturbance allowance operates and lease car available.

For informal discussion please contact Brian Field, County Youth Officer, on (0622) 671411 ext 2485. Job description and application form, returnable by 27 November, from the County Education Officer, Education Department, Springfield, Maidstone, Kent, telephone Maidstone (0622) 671411 ext 2509 (Ref PTC). (51898)

KENT COUNTY COUNCIL

YOUTH & COMMUNITY
continued

HAMPSHIRE
COUNTY COUNCIL
FROGMORE COMMUNITY CAMPUS
SENIOR YOUTH WORKER
JNC £12,200 to £13,400
A qualified, experienced, enthusiastic and innovative Youth Worker, committed to enfranchisement and equal opportunity achieved through an open, educative and participatory approach is required as a member of the Senior Management of the Campus; based in our purpose built Youth Centre.
APPLICATIONS for an informal discussion telephone: Sheila Ogden or Roger Burt on Yateley (0252) 873454.
Job specifications and application forms from: The Manager - Support Services, Frogmore Community Campus, Potley Hill Road, Yateley, Camberley, Surrey GU17 7AG.
Closing date - 26 November 1987.
HCC is an equal opportunities employer. (47216) 440000

OXFORDSHIRE
COUNTY COUNCIL

COMMUNITY EDUCATION ORGANISER (ADULT)

Headington, Oxford

BURNHAM FE LECTURER 2

An exciting opportunity exists for an experienced adult or community educator, or a teacher wth community education experience, to work with Headington Community Education Committee to extend and developp (from the base of a well-established adult education service) a wide range of social, personal and educational opportunities in the Area.

Links with schools will be an important element in the work. An innovatory approach will be welcomed, as well as skills in working with people.

Job descriptions and application forms are available from Mid-Oxfordshire CE Office, The Lodge, Hollybush Row, Oxford OX1 1JH (SAPE essential) to whom completed forms should be returned within two weeks of the appearance of this advertisement.

Oxfordshire is an Equal Opportunities Employer. (47204) 440000

REGIONAL OFFICER required to cover the South Wales area. Professional qualifications required as well as full-time Youth Work Experience. JNC Level 2. Further details from General Secretary, Welsh Association of Youth Clubs, HQ/Training Centre, Sachville Avenue, Heath, Cardiff CF4 3NY. (47098) 440000

Local Education Authority Administration

BUCKINGHAMSHIRE
COUNTY COUNCIL

AN EQUAL OPPORTUNITY EMPLOYER

EMPLOYMENT SPECIALIST CAREERS OFFICER (USCO)

HIGH WYCOMBE CAREER OFFICE
Scale 6: (£9,966 - £10,647 p.a.). A probationer would be appointed on Scale 4 (£7,689) with progession straight to Scale 6 on successful completion of the probationary year.
The successful applicant will join a team of 11 officers based in High Wycombe. The Employment Specialist will work with unemployed young people and those on YTS with special responsibility for liaison with MSC. Applicants should be qualified careers officers or students shortly completing a Diploma in Careers Guidance. Car user allowance. Attractive relocation package available together with car leasing scheme.

Application forms and further details from Chief Education Officer, County Hall, Aylesbury HP20 1XA (Tel: Aylesbury (0296) 382532. Closing date for applications: 30 November 1987. (47094) 480000

YOUTH WORKER

Riverside Youth Centre, York Place, London Road, Walcot, Bath
Salary: JNC 3 (4-8) £9,846-£11,046

A Youth Worker is needed to develop work with young unemployed people in the area, many of whom are Afro-Caribbean.

Applications are particularly encouraged from workers of Afro-Caribbean origin as they are currently under-represented in the workforce (Race Relations Act 1976, Section 38 (1) (b) applies).

Applicants should be qualified in accordance with JNC Conditions of Service for Youth Workers and Community Centre Wardens/Workers.

Applications to jobshare this post will be welcome.

Application by form only, available with further details from the Director of Personnel Services, PO Box 270, Avon House, The Haymarket, Bristol, BS99 7HE, or telephone Bristol 298565 (Ansafone on this number after office hours).

Please quote reference number CML/1485/CO when asking for forms which must be returned by 30th November 1987.

Community Leisure Department. (51933)

Avon as an Equal Opportunities employer considers applicants on their suitability for the post, regardless of sex, race, disability or sexual orientation.

Avon COUNTY COUNCIL

EDUCATION – YOUTH SERVICE

YOUTH WORKER

SALARY: JNC £9,400 - £12,600 pa
HOURS: 37½ hrs
LOCATION: Christchurch Youth Club, Luton

Applications are sought from suitably qualified and experienced men and women to take charge of the above Centre which caters mainly for young people of Afro-Caribbean origin.

The successful candidate would be required to administer a project for the young unemployed in the day as well as develop sound youth work for the young people using the Youth Club in the evening.

Applications from trainees will be considered.
Trainee salary £7,100 - £7,800 pa.
For informal enquiries telephone: Des Hammerson, Area Youth Officer. Telephone Luton 410810 ext 67.

HOW TO APPLY: Further information and application forms from The Chief Education Officer (Youth Service), County Hall, Cauldwell Street, Bedford MK42 9AP Telephone 0234 228160.

CLOSING DATE: 27th November 1987.

The Council is an equal opportunities employer, and welcomes applications from members of ethnic minority groups, disabled persons and all other sections of the community. (51953)

Bedfordshire
A Nuclear Free Zone

HAMPSHIRE

General Adviser for Primary Education

Soulbury Conditions of Service, equivalent HTg 9. £20,751 – £22,251

The role to be performed includes:-

- Membership of a county Team of Primary Advisers
- General Adviser to an assigned group of schools
- Provision of specialist advice on primary education within a defined area and at a County level.
- Being based on the South of the County.

The person appointed will be:

A qualified teacher with substantial and successful experience in Primary Education, including Headship. Available from the 1st May 1988 or earlier if possible.

We operate a policy of equality of opportunity. Applications are particularly welcome from people with disabilities.

Application forms and further details available from :- Education Personnel Unit, The Castle, Winchester. SO23 8UG. Tel: Winchester (0962) 841841 ext: 455, quoting reference number CE 12 074.

Closing date : 27th November 1987.

Interviews are to be held towards the end of January 1988.

EDUCATION DEPARTMENT

Training Officer

SO2 £13551 - £14277 p.a. incl.

Brent Training Workshop is a 60-place Youth Training Scheme providing a range of basic skills training. The Training Officer organises and develops all workshop-based training for trainees and staff.

Applicants must have experience of training initiatives within industry/commerce: experience/qualifications in training: understanding of the multi-ethnic community/workplace: communication skills; concern for, and ability to work with, young people from many backgrounds; and knowledge and understanding of recent initiatives in training.

The successful applicant must have concern for and be able to relate to young people and will need to demonstrate an understanding of, and commitment to, the Authority's Multi-cultural Education and Equal Opportunities policies.

Applications from Women and from Black people are very much welcomed.

Brent is an Equal Opportunity Employer. Applications are welcome from candidates irrespective of race, nationality, ethnic or national origins, age, marital status or gender and from lesbians and gay men and disabled persons. Job Sharers welcome.

Application forms and job descriptions from the Personnel Division Room 1, Brent Town Hall, Annexe, Kings Drive, Wembley, Middx HA9 9BR returnable by 4 December, telephone 01-903 0371 (24 hour Ansafone service). Reference number E/792 must be quoted.
(51984)

London Borough of **BRENT**

Somerset County Council

AN EQUAL OPPORTUNITIES EMPLOYER

CHIEF EDUCATION OFFICER

£32,721-£35,985

The Chief Education Officer is the Principal Adviser of the County Council and its committees on educational matters and is responsible for the organisation and management of the Education Service and for the co-ordination of the Council's education functions.

We are looking for someone with outstanding leadership potential who can demonstrate the flair, drive and commitment which this post requires. The postholder will also contribute as a member of the County Council's Chief Officers' Group to the corporate management of the Authority.

The Education Committee's Revenue Budget for 1987/88 totals £138 million gross and its Capital Programme totals £7.3 million. The Department administers over 290 educational establishments, various ancillary services, the County Careers and Youth Services and the provision of Adult Educational facilities.

For further details and an application form, please contact The County Personnel and Management Services Officer, County Hall, Taunton, Somerset, TA1 4DY: Telephone Taunton (0823) 255071.

Closing date for receipt of applications is Friday, 11th December, 1987. (51903)

Oxfordshire County Council

AN EQUAL OPPORTUNITY EMPLOYER

— Workplace Nursery available in Oxford —

An opportunity for major responsibility in a forward-looking Education Authority

Applications are invited for some new posts as:

DIVISIONAL EDUCATION OFFICERS

on a salary scale from £19,122-£21,621 p.a. (£19,557-£22,110 with effect from 1.2.88)

The responsibilities are to promote, develop and secure the highest standards of education for a defined geographical area of the County, across the whole area of educational provision.

Applicants should ideally be graduates with experience of teaching in schools and/or colleges, and preferably with administration and management experience in local or national government service, or at a senior level in a school or college.

A removal package of up to £3,000 plus actual removal costs may be available.

Application forms and further particulars available from Chief Education Officer, Education Department, Macclesfield House, New Road, Oxford, OX1 1NA, or telephone Pat Adastt on Oxford 815131.

Closing date: 23rd November, 1987

(50668)

Buckinghamshire County Council

An Equal Opportunity Employer

SENIOR EDUCATION OFFICER (FURTHER EDUCATION)

Principal Officer Range £21,342-£23,346 p.a. (£21,825-£23,874 from February 1988)

This is a third-tier post carrying wide ranging and challenging responsibilities for the administration and development of further education, the careers service and awards. Applicants should be graduates with teaching-experience and experience in educational administration.

Attractive relocation package worth up to £7,000 and car leasing scheme available.

Further details and application forms from Chief Education Officer, County Hall, Aylesbury, HP20 1UZ (Tel: Aylesbury (0296) 382904. Closing date for applications: 30 November 1987.

(51935)

EDUCATION DEPARTMENT

Assistant Divisional Education Officer

for South West Herts (Re-Advertisement)

Applications are invited for the above post (based at Watford).

The salary for the post is Grade M1 (£13612 to £16507 plus fringe allowance (£333).) The County Council has a generous relocation package available.

Further particulars, including information about the relocation package, and an application form may be obtained from the Divisional Education Officer, Little Cassiobury, 31 Hempstead Road, Watford, WD1 3BY or by telephoning Watford 57457. Previous applications will be reconsidered automatically.

The deadline for receipt of applications is 27th November 1987.

(51960)

Hertfordshire County Council

An Equal Opportunity Employer

L.E.A. ADMINISTRATION continued

SHEFFIELD COUNCIL

Working for a better City

Assistant Education Officer

(Primary Schools)

PO 2i £17,574 - £18,768

This is a re-advertisement and previous applicants will be re-considered.

Applications are invited for this key post from women and men with appropriate experience of teaching and educational administration.

The vacancy has arisen because of the promotion of the previous post-holder to another Local Education Authority.

Will be responsible to the Deputy Chief Education Officer (Schools) for the management and co-ordination of policy in relation to the development of primary schools as well as contributing to the work of the Department as a whole.

The post offers experience at a senior level in a vigorous and forward looking Authority and will attract applicants committed to a participative approach to the management of change who are capable of enterprising leadership.

APPLICATION FORMS AND FURTHER DETAILS FROM THE CHIEF EDUCATION OFFICER (REF ST/P/GB), PO BOX 67, LEOPOLD STREET, SHEFFIELD, S1 1RJ, TEL 0742-735764.

CLOSING DATE 27TH NOVEMBER.

(51921)

An Equal Opportunity Employer

Education Department

Education Training and Development Officer (Inset Delivery)

£14,301 - £15,567

You will head up the Authority's INSET Team which is responsible for planning and implementing a large programme of In-Service education and Training of Teachers and other staff.

The successful candidate will have a proven management record of achievement and a working knowledge of the education service, preferably with some background in staff development.

Closing date: 30th November, 1987.

Application forms and further particulars from Director of Education, Civic Centre, Newcastle upon Tyne, NE1 8PU (Telephone 091-2328520 Ext. 5352/5353)

(51955)

City of Newcastle upon Tyne

This is an Equal Opportunities Employer

Applicants are considered on the basis of their suitability for the post, regardless of ethnic origin, sex, marital status or disability. Suitably qualified disabled applicants with N.D. support are guaranteed interviews.

County of Avon Education Service

BRUNEL Brunel Technical College

CHIEF ADMINISTRATIVE OFFICER (PO 3-6)

(re-advertisement)

Applications are invited for the post of Chief Administrative Officer and Clerk to the Governing Body which is available from 1 January 1988. Applicants shall have appropriate managerial experience, preferably in a large educational institution. This demanding role will require a person with a high level of ability commitment, initiative and flexibility.

Salary PO (3-6) £13,152-£14,301 p.a.

Further information and application forms (to be returned by 1 December 1987) from Personnel Officer, Brunel Technical College, Ashley Down, Bristol, BS7 9BU, quoting Reference 87/58/2

(52104)

T.V.E.I. EXTENSION PROGRAMME

CURRICULUM RESOURCE MANAGER

I.T./BUSINESS STUDIES

Salary Group 6 – Headteacher plus L.F.A. £309 p.a.

The post holder will be expected to co-ordinate I.T./ Business Studies developments in the programme and also be responsible for the management of a Curriculum Development Centre, based in the Harlow Area.

Appointment from January 1988 or as soon as possible thereafter.

Removal and relocation expenses of c. £4,000 are available for those who qualify.

Application forms and details from: County Education Officer, P.O. Box 47, Threadneedle House, Market Road, Chelmsford. CM1 1LD. Tel: (0245) 492211 Extn. 30260 Closing date: 27th November 1987.

(51911)

ESSEX County Council

NORTH TYNESIDE Council

EDUCATION COMMITTEE

Adviser/Inspector — Primary Education

Salary — Soulbury Range Points 13-18 (£20,751-£22,251 p.a.) (ref. no. 362/87)

Suitably qualified and experienced persons are invited to apply for this second-tier post in the Advisory Service. The person appointed will assist with the general management of the advisory team, and take a leading and co-ordinating role in curriculum development, staffing, professional advice and monitoring. Applicants should have extensive experience with the pre-school and primary age child. It is expected that the successful applicant will have held a senior post in primary schools, and have appropriate experience of advisory work.

Closing Date: 27th November 1987.

'It is the policy of this Council to provide equal employment opportunities and consideration will be given to all suitably experienced and qualified applicants regardless of disability, sex, race and marital status.'

Write for applications for the above post, including a sae and quoting the job ref. no., to the Personnel Department 7 Northumberland Square, North Shields, Tyne and Wear, NE30 1QQ.

(51967)

Assistant Director of Education (Resources)

PO7 £19506 - £20724 inclusive

At a time of much proposed change in our Education Service, careful management of both staff and resources *is more essential than ever; but those who manage* financial resources well are often separate from those who manage human resources as well.

You'll be able to do both.

Your role includes the planning and supervision of building projects; preparation of the capital budget (currently £4.5m) and the revenue budget (currently £82m); providing a personnel service for non-teaching staff and managing the catering and caretaking services. A background in one of these fields is essential, more than one is ideal.

Additionally, you'll have some experience in the administration of a local authority education service and substantial experience at a senior management level. Negotiating skills come easily.

Application forms and further details from the Director of Education, Civic Centre, Lampton Road, Hounslow TW3 4DN. Tel. 01-572 2688. Please quote ref: ED/L1. Closing date 27th November 1987.

(51967)

Hounslow

An Equal Opportunity Employer

PERSONNEL DEPARTMENT

You've got ENTERPRISE... You've got FLAIR... But have you got...

... up to date experience of vocational training?
... the skills to supervise specialists?
... a good analytical mind?
... the ability to deal confidently with senior management?

If the answer is yes, and you have been associated with training young people, we have a career opportunity offering scope and a future in management or personnel.

TRAINING OFFICER (For Young People)
Scale S01/S02 £11,070 - £12,882
Generous relocation package + car allowance
(Ref. PE 166/TS)

This is a new post offering a challenging opportunity to increase your management experience. You will be responsible for craft and manual training of young employees and apprentices in construction, civil engineering and the vehicle and engineering trades.
Initiative and self motivation are important as you will be responsible for running a well equipped construction training centre, and its team of instructors, expanding its range of courses and clients.
Ideally you will be educated to degree standard or hold a technical or professional qualification; a background in building or engineering is desirable. Technical college staff seeking a fixed term industrial secondment will be considered. As a good organiser and administrator you have the ability to write clear and accurate reports. We offer excellent prospects with opportunities to develop your career, a good salary depending on experience and qualifications and a generous benefits scheme.
For an informal discussion contact Mike Clark on Bristol (0272) 273916.
Applications must be returned by 27th November.
For further details and an application form please telephone Bristol (0272) 260219 or write to the Recruitment and Administration Officer, The Council House, College Green, Bristol, BS1 5TR, quoting the appropriate job reference.

(52116)

BRISTOL

BRISTOL CITY COUNCIL IS AN EQUAL OPPORTUNITY EMPLOYER

GENERAL ADMINSTRATION

Department of Education and Science

HM Inspectors of Schools

Applications are invited from men and women, preferably aged between 35 and 45, for appointment in England as HM Inspectors. HMI inspect educational institutions as part of both general and specialist assignments and provide advice to the Department and throughout the education system.

Current vacancies are for specialists in:

Further and Higher Education

For all these posts appropriate academic and professional qualifications are required together with substantial teaching and industrial/commercial/professional experience. Successful candidates are expected to work across the full range of provision in further and higher education and should preferably have acquired experience at a level of at least principal lecturer/head of department.

Art and Design: Ref. 10/88
Applicants should have a broad interest in art and design together with teaching experience in one of the following areas: ceramics, photography and textiles.

Business and Management Studies: Ref. 11/88
Applicants should have teaching experience in one of the following areas: management or business studies and public administration, preferably up to degree and/or post-experience level. Evidence of practical experience in commerce/industry will also be looked for.

Construction: Ref. 12/88
Applicants from chartered civil engineers with both teaching and industrial experience would be welcomed. Applicants should have a broad interest in all aspects of construction education.

Education and Training: Ref. 13/88
Applicants should have experience of adult and/or youth education and training including the government initiative schemes such as PICKUP, REPLAN and the YTS.

Engineering: Ref. 14/88
Applicants should have a broad interest in all aspects of engineering and should have teaching experience in either further or higher education in electrical engineering or mechanical engineering.

Humanities: Ref. 15/88
Successful applicants will be expected to work across the full range of education provision in the humanities, although the emphasis will be on work in higher education. Specialist experience in one of the following will be essential: English; geography; modern languages; philosophy.

Science: Ref. 16/88
Applications are sought from physicists and biologists, preferably with experience of teaching in higher education. Experience of textiles/leather technology could be an advantage.

Starting salary for all posts is within the range £18,786-£25,335. Relocation expenses of up to £5,000 may be payable.

Application forms (to be returned as soon as possible and not later than 27 November 1987) and further information may be obtained from Mrs S Willis, Department of Education and Science, 39 York Road, LONDON, SE1 7PH. Telephone: 01-934 0799. 0798, 0800.

The Civil Service is an Equal Opportunity Employer.

LOCAL EDUCATION AUTHORITY ADMINISTRATION continued

NEWHAM
LONDON BOROUGH OF NEWHAM

An Equal Opportunity Authority

ADVISORY TEACHER FOR GIRLS' EDUCATION. Incentive Allowance 'B' (£4,900).

Required: April 1988.

For further details please see advertisement under 'Secondary - Other than by subject classification' (10778) 480000

Child Care

LEICESTERSHIRE
COUNTY COUNTY

AN EQUAL OPPORTUNITY EMPLOYER

RESIDENTIAL CHILD CARE OFFICER. Moel Llys, Kirby Muxloe, Leics

Interesting post to complete a team of five. It is a small pleasantly situated Unit linked with the Schools Psychological Service. All children attend local school.

Salary £5,655 - £7,803. Sleeping in is required at £11.78 per night.

APPLICATION FORMS ON RECEIPT OF S.A.E. FROM: Mr J.A. Wellis, Principal Educational Psychologist, Collegiate House, College St., Leicester.

CLOSING DATE 27th NOVEMBER. (41801) 540000

Examiners

A LEVEL EXAMINERS required for marking of the following subjects: Biology, Chemistry, Law, Politics. Generous rates. Please ring: 01-908 9748/5965. (22385) 600000

RSA EXAMINATIONS BOARD

CHIEF EXAMINERS FOR TEXT-PROCESSING EXAMINATIONS

Applications are invited for Chief Examiners for the following schemes:

Audio-Transcription
Core Text-Processing Skills
Shorthand-Transcription
Typing Skills
Word Processing

Applicants must have appropriate qualifications and experience, including relevant office experience.

For further details (please specify which subject) and application form please contact Kim Price (01-636 8116, Ext. 213), 8 John Adam Street, London WC1N 6EZ. (41788) 600000

Please note Our Fax number is 01-251 4698

Warwickshire County Council

EDUCATION DEPARTMENT

PRINCIPAL EDUCATION SOCIAL WORKER

P.O. (6-9) : £14,301 - £15,567 (£14,625 - £15,921 from 1.2.88)

We are looking for an enthusiastic man or woman to be *responsible for the co-ordination and development* of the Education Welfare Service in the county.

A C.C.S.W. qualification and appropriate experience is essential for this interesting post, which is based in Warwick.

An essential user car allowance and a settling-in allowance are available in appropriate cases.

Application form and further details are available from the County Education Office, 22 Northgate Street, Warwick, CV34 4SR, by enclosing S.A.E. 9" × 6" and clearly stating ref. SP/PAW/PESW.

Closing date 27th November, 1987.

WARWICKSHIRE IS AN EQUAL OPPORTUNITIES EMPLOYER.

(51918)

MIDLAND EXAMINING GROUP

East Midland Regional Examinations Board
Oxford and Cambridge Schools Examination Board
Southern Universities' Joint Board for School Examinations
The West Midlands Examinations Board
University of Cambridge Local Examinations Syndicate

GENERAL CERTIFICATE OF SECONDARY EDUCATION EXAMINATION

Applications are invited for the following

CHIEF COURSE WORK MODERATOR

appointment for June 1988:

GRAPHIC COMMUNICATION and BUILDING STUDIES

Further details and application forms may be obtained from: The Secretary, University of Cambridge, Local Examinations Syndicate, Syndicate Buildings, 1 Hills Road, Cambridge CB1 2EU.

UNIVERSITY OF LONDON SCHOOL EXAMINATIONS BOARD

Graded Certificate of Attainment

Applications are invited for the following appointment:

Chief Examiner

Numeracy for immediate appointment:

Applicants should be graduates of hold appropriate qualifications and should be under 65 with five years' recent teaching experience. Examining experience is essential. For application form and further details write to: **The Secretary, (TES), University of London School Examinations Board, Stewart House (Room 215), 32 Russell Square, London WC1B 5DN.** Applicants should enclose a self-addressed foolscap envelope. Completed application forms should be returned by 2 December 1987.

(53889)

University of London School Examinations Board
General Certificate of Education Examination
The Board invites applications for the following appointments:

CHIEF EXAMINERS

Advanced Level for June 1988
SOCIOLOGY (Re-advertisement)
TURKISH

Ordinary Level (Home and Overseas) for January 1988
BAHASA MELAYU / MALAY } (Re-advertisement)

Applicants should be graduates or hold appropriate qualifications and should be under 65 with five years' recent teaching experience. Examining experience is usually essential. It is appreciated that applicants for some of the language posts may have had limited opportunities for teaching and examining experience. Chief Examiner's duties include setting question papers, advising on the award of grades and may include the supervision of a team of examiners. For application forms and further details write to: **The Secretary (TES), University of London School Examinations Board, Stewart House (Room 215), 32 Russell Square, London WC1B 5DN.** Applicants should enclose a self-addressed foolscap envelope. Completed application forms should be returned by 20 November 1987. Previous applications for the above post will be considered with any new ones received. Applicants for MALAY and BAHASA MELAYU may apply for both subjects.

(53813)

EXAMINERS continued

GCSE EXAMINERS

The Northern Examining Association invites applications from teachers to mark GCSE examination scripts.

There will be vacancies in the Summer of 1988 in some subjects. In other subjects applicants will be placed on a reserve list for appointment in 1989 or subsequent years.

Appropriate qualifications and not less than three years' teaching experience are required.

Examiners who have worked for the NEA or its constituent boards in 1987 and have already indicated their wish to be considered for GCSE marking will be given preference over new applicants and should not re-apply.

The boards of the NEA are the Associated Lancashire Schools Examining Board, the Joint Matriculation Board and the North West Regional Examinations Board (all based in Manchester), the North Regional Examinations Board (based in Newcastle-upon-Tyne) and the Yorkshire and Humberside Regional Examinations Board (based in Harrogate and Sheffield).

Application forms may be obtained from
NEA Examiner Appointments,
Joint Matriculation Board,
Manchester.
M15 6EU

NEA
NORTHERN EXAMINING ASSOCIATION

London and East Anglian Group
For GCSE Examinations
East Anglian Examinations Board
London Regional Examining Board
University of London School Examinations Board

General Certificate of Secondary Education Examination

Appointment of Assistant Examiners, Assessors and Visiting Assessors

Applications are invited for appointments in the subjects listed below.

An Assistant Examiner is responsible for marking scripts.

An Assessor is responsible for the moderation of marks initially awarded by the candidate's own teachers for Projects, Course Work, Field Studies, Oral Tests etc. The work will be submitted to the Assessor by post.

A Visiting Assessor will make visits to Examination Centres to moderate the marks initially awarded by the candidates' own teachers for Practical Work, Course Work etc, and which, by its nature, must be inspected at the centre.

Assistant Examiners are required for:
History, Syllabuses A,B,C and D.

Assessors and Visiting Assessors
English (Mature)

Applicants should be graduates or hold appropriate qualifications and should be under 65 with three years' recent teaching experience. Application forms and further details may be obtained from:- The Secretary (TES), University of London School Examinations Board, Stewart House (Room 215), 32 Russell Square, London WC1B 5DN. Applicants should enclose a self-addressed envelope. Completed application forms should be returned by 20 November 1987.
(53811)

London and East Anglian Group
for GCSE Examinations
East Anglian Examinations Board
London Regional Examining Board
University of London School Examinations Board

General Certificate of Secondary Education Examination

Applications are invited for the following CHIEF EXAMINER and CHIEF ASSESSOR appointments:

Chief Examiners for June 1989
Biblical Hebrew
Economics (Re-advertisement)
Portuguese

Chief Assessor
Economics for June 1989

Applicants should be graduates or hold appropriate qualifications and should be under 65 with five years' recent teaching experience. Examining experience is usually essential. It is appreciated that applicants for some of the language posts have had limited opportunities for teaching and examining experience. Application form and further details may be obtained from:- The Secretary, (TES), University of London School Examinations Board, Stewart House (Room 215), 32 Russell Square, London WC1B 5DN. Applicants should enclose a self-addressed foolscap envelope. Completed application forms should be returned by 20 November 1987. Previous applications for any of the above posts will be considered with any new ones received.

Librarians

OXFORDSHIRE
COUNTY COUNCIL
RYCOTEWOOD COLLEGE
Priest End, Thame OX9 2AF
Required as soon as possible a FULL-TIME LIBRARIAN. Salary scale 3/4 - £6,951 - £8,559 (but £7,659 rising to £8,559 for Licentiates and Chartered Librarians).
Application forms and further details available from the Principal at the College.
AN EQUAL OPPORTUNITY EMPLOYER. (22525) 620000

Miscellaneous

A SALES CAREER WITH SUN LIFE OF CANADA. Offering an interesting and rewarding future, combining security and real opportunity. Full training, unlimited prospects and executive income. Suitable applicants, aged between 24 and 49, can be employed in the area of their choice. Telephone Elaine Moriarty at Basingstoke (0256) 841414 or write to her at Sun Life of Canada, Basing View, Basingstoke, Hampshire RG21 2DZ. Quote Ref: TES3. (22690) 660000

LONDON AND EAST ANGLIAN GROUP
FOR GCSE EXAMINATIONS
EAST ANGLIAN EXAMINATIONS BOARD
LONDON REGIONAL EXAMINING BOARD
UNIVERSITY OF LONDON SCHOOL EXAMINATIONS BOARD

General Certificate of Secondary Education Examination

Applications are invited for the following appointments:

Chief Examiners

Arithmetic for June 1988
Office Technology and Communications for June 1989

Applicants should be graduates or hold appropriate qualifications and should be under 65 with five years' recent teaching experience. Examining experience is essential. Application form and further details may be obtained from: **The Secretary, (TES) London Regional Examining Board, Lyon House, 104 Wandsworth High St., London SW18 4LF.** Completed application forms should be returned by 26 November 1987.
(53858)

THE PRINCE'S TRUST
DEPUTY DIRECTOR

This new post offers an exciting and challenging opportunity with a national charity working to benefit disadvantaged young people.

Administrative duties will include the guidance and support of a national network of c. 1,000 volunteers and services to innovative projects to further the charity's objectives.

Applicants should be motivated, committed and have some experience of voluntary work with young people.

Starting salary about £18,000.

Please write in confidence, with full career details, by 30th November 1987 to:-

The Director,
The Royal Jubilee and Prince's Trusts,
8 Bedford Row,
London WC1R 4BA

Further information about the post is available from the above address on request.
(50862)

GAELIC RADIO PRODUCER
Education

BBC Radio Scotland carries four established Gaelic series for learners and native speakers in primary schools. A series for secondary schools is planned for 1989.

We need a Gaelic/English bilingual with an educational and/or journalistic background to join our Edinburgh production staff.

You will need a strong commitment to the teaching of Gaelic to young Scots – both native speakers and learners – and an appreciation of Radio as an effective learning resource.

Offered initially as a one or two year contract. Salary range £10,881 – £15,388 according to experience, plus an allowance of £624 p.a.

Contact us immediately for application form (quote ref. 4676/TE and enclose s.a.e.) **BBC Appointments, London W1A 1AA. Tel: 01-927 5799.**

BBC SCOTLAND
We are an equal opportunities employer

ALTERNATIVES FOR TEACHERS. Part-time, full-time. 'Writing and Publishing Books for Schools'; 'Alternatives for Graduates'; 'From Teaching Into Business', £3.25 each. All three £5.95. Dept. 1, Hamilton House Publishing, Brixworth, Northampton NN6 9EL. Access phone 0604 881889. (41831) 660000

CURATOR wanted April 1988 for The International Centre for Wildlife Art, Gloucester. Phone for details 0452 731422 evenings before Nov. 16, 1987. (47154) 660000

IAIN LANYON, Graphics, Unit 219, Bury Workshops, 32 Bury Grove, London 2FA. Tel: 01-354 (22500)

SALES MANAGEMENT. Major national company requires goal orientated individuals to retrain for career in sales. As a major leader in the provision of personal pensions and unit trusts we are currently expanding in response to the changing financial services legislation. If you are considering a change of career and wish to find out more contact Ian Stewart Leicester 532749. The positions are currently available in the East Midlands. (23693)

CMS

CHURCH MISSIONARY SOCIETY
has a vacancy for a
REGIONAL SECRETARY FOR BRITAIN

CMS is one of the leading mission agencies of the Church of England and the Church in Wales.

Based at the Society's London headquarters, this is a senior management post which includes corporate responsibility for the conduct of the Society's affairs.

The Britain Region Secretary is responsible for creating and maintaining relationships of trust and partnership with leaders of the Church and its institutions. The new and major thrust of the job is to develop the Society's role in mission in Britain and the exchange of insights from churches across the world with British Christians. With the Deputy Regional Secretary the job holder is also responsible for leadership of the Britain Region team including 22 Area Secretaries and 11 headquarters staff.

The successful candidate will be a person of Christian vision and spiritual vitality with a strong commitment to world mission in all its aspects. Theological insights, the ability to identify political, religious and cultural issues plus management experience and communication skills of a high order are essential.

Starting salary would be in the region of £13,000 p.a., rising to around £16,000 p.a. with a London Allowance of £600 p.a. (plus increases agreed as a result of the Salary Review due December 1, 1987). Other benefits include a contributory pension scheme, housing loan facility and 30 days annual holiday.

Closing date for applications, Monday 30 November.

For further information please contact Gavin Barr, The Church Missionary Society, Partnership House, 157, Waterloo Road, London SE1 8UU. Telephone: 01-928 8681.

The Duke of Edinburgh's Award Scheme in Birmingham is seeking a male or female to fill the post of Field Worker in the City. Knowledge and experience of Expedition Work is essential. Candidates must be over 25 years of age and hold a full, clean driving licence. Salary: J.N.C. Grade one Qualified Staff: £8,000-£9,050. Only qualified Youth Workers may apply for this post. Job specification and application forms are available from Awards Office, 25 Spring Road, Edgbaston, Birmingham B15 2HA.

MISCELLANEOUS
continued

HEALTH CLUB MANAGER required for busy Health & Fitness Studio in Shrewsbury, Shropshire. Responsibilities will include sales and promotion of individual and corporate memberships. The designing and supervision of *training programmes* and all aspects of gym management. Applicants must possess relevant degree or recognised qualification. Aged preferably between 25 and 35 yrs., with an energetic personality and good appearance. FITNESS CONSULTANT required for the above mentioned studio. Responsibilities to include Fitness Testing, designing and supervision of weight training programmes and exercise classes. Applicant should possess relevant degree or recognised qualification. Age preferably between 21 and 29 yrs. Please apply enclosing a covering letter, C.V. and recent photograph to Box TES 00843, Priory House, St John's Lane, EC1M 4BX. (47132) 660000

SUMMER JOBS ABROAD FOR CHILDREN'S COURIERS

Experienced people, over 20, needed to organise activities for children on camping holidays in Europe, Mid-May to Mid-September.

Write for full details to: Paul Moonen, Children's Couriers Dept, TC3, Eurocamp Travel Ltd., Tatton St., Knutsford, Cheshire WA16 6BG. (20376) 660000

We are looking for a teacher able to organise the reception of 25 young French people in families with young people of the same age. Dates July 2nd - 23rd 1988. From 2nd - 15th July, the young French children would attend school with their English friends and from 16th - 23rd July there would be at least three excursions to enable the French students to learn more about Great Britain.

Please write with details of possibilities to SILC, 53 Church Street, Weybridge, Surrey KT13 8DJ. (22797) 660000

We require an active person with numerous educational contacts to find Host Families where the host/hostess is or was a teacher and is able to give the French child lessons on an individual basis for 10 - 20 hours per week during the French school holidays.

Please write with reasons why you feel you would be able to assist to SILC, 53 Church Street, Weybridge, Surrey KT13 8DJ. (22798) 660000

Outdoor Education

DARTMOOR EXPEDITION CENTRE. Outdoor Education 11/18s. Climbing, caving, canoeing, sailing, camping etc. Qualified instruction. Field trips, GCSE, TVEI, Duke of Edinburgh etc. Also Mountain walking. Leaders Training Courses, Est. 15 years. John Earle, Dartmoor Expedition Centre, Widecombe, Devon. (03642) 249. (16067) 680000

DEVON
SKERN LODGE OUTDOOR CENTRE
The professionals in Outdoor Education. Single or Multi-Activity and/or Field Study Courses. Senior & Junior Schools, T.V.E.I., Y.T.S., Management Training, Individuals and families.
For the best in instruction, equipment, facilities and value Tel: Bideford (02372) 75992 or write Skern Lodge, Appledore, Bideford, Devon EX39 1NG for brochure.
Founder member of British Activity Holiday Association.
See our Advert on Page 20. (15252) 680000

SOUTHAMPTON
CALSHOT ACTIVITIES CENTRE
OUTDOOR PURSUITS/ WATERSPORTS INSTRUCTORS
Required for March - October 1988.
For those wishing to improve or learn new skills with a view to a career in Outdoor Education. One month's intensive training in Canoeing, Sailing, Windsurfing, Skiing, Climbing will be followed by a five month period as an instructor at the Centre.
For further details and application forms apply to D.K. Evans, Deputy Director, Calshot Activities Centre, Calshot Spit, Fawley, Southampton SO4 1BR enclosing a S.A.E. Tel: Fawley (0703) 892077. (22791) 680000

NATIONAL ROWING COACHES

The successful candidate is likely to have experience in an appropriate sporting discipline and a PE or related qualification and will operate under several project headings such as the Development of Participation in Rowing, Competition *and Coaching schemes*. National Coaches will also be involved with top local, regional and national crewes, and will have an opportunity to undertake a programme of career training.

The appointments are based at ARA Headquarters in Hammersmith. A car will be provided and applicants must hold a current driving licence.

Applications, giving a career history should be in confidence to the Executive Secretary, Amateur Rowing Association, 6 Lower Mall, London W6 9DJ, to arrive not later than Monday 30 November. Interviews will be held on Wednesday 9 and Thursday 10 December. (22268) 680000

QUALIFIED INSTRUCTORS in Outdoor Activities required for February to October 1988. We particularly need R.Y.A., B.C.U., B.W.S.F. M.L.C. qualified/ experienced staff. Drivers only, minimum aged 21. John Watson, Skern Lodge, Appledore, Bideford, North Devon. 02372 75992. (22320) 680000

English as a Foreign Language

KENT
Qualified EFL teacher wanted as soon as possible for mornings only (21 hours per week) at a recognised language school near Bromley.
Write with CV to Box: TES 00842, Priory House, St John's Lane, EC1M 4BX. (22168) 700000

LONDON W2
R.S.A. Certificate in T.E.F.L. Full-time and part-time courses throughout the year.
Fee £440 inclusive of R.S.A. registration fee.
Information and application forms from Marble Arch Teacher Training, 21 Star Street, London W2 1QB. Tel: 724 2217. (39230) 700000

QUALIFIED/EXPERIENCED EFL TEACHERS to teach and accommodate students of various ages. We require people who can work throughout the year as well as those who are available only in holiday periods. From £195 p.w. Write with CV to: Ms D. Prauline, Kurt-Lindemann-Str., 8, 6903 Neckargemuend, West Germany. (47093) 700000

SPAIN
Qualified RSA TEFL teacher required for Jan. start. Experience pref. but not necessary.
Send CV + photo, express post to The Keyhole, Avda. DE Albaiba, 13 Ontenienta, Valencia. (22346) 700000

TEFL IN CALIFORNIA

ST GILES COLLEGE
San Francisco

needs experienced, qualified teachers (RSA Dip.) capable of training American teachers on 4-week pre-service Intensive Courses.

Induction and Training available in London but applicants must be prepared to start January 1988.

Write with full C.V. to: The Principal, St Giles College, 51 Shepherd's Hill, Highgate, London N6 5QP. (22179) 700000

TRANSLATOR AND TEACHER EFL and Arabic wants a suitable job. Ring Ali (0670) 817170. (47092) 700000

English as a Second Language

DERBYSHIRE
COUNTY COUNCIL
ESL
Please see composite advert under secondary on Page 69. (47009) 710000

WALSALL
METROPOLITAN BOROUGH COUNCIL
INTER CULTURAL CURRICULUM SUPPORT SERVICE
EDUCATION DEVELOPMENT CENTRE
WEST MIDLANDS COLLEGE OF HIGHER EDUCATION
Gorway, Walls, West Midlands
SPECIALIST TEACHER OF ENGLISH AS A SECOND LANGUAGE
Main Scale + Allowance Rate B
Required January 1988. The person appointed should be sensitive to the needs of ethnic minority pupils in relation to education for all in a plural society. Experience in providing In-Service Training and leading curriculum development working parties for teachers would be an advantage.
Application forms available on receipt of an S.A.E. from the Director of Education, Civic Centre, Darwall Street, Walsall, West Midlands WS1 1DQ.
Closing Date: 27th November, 1987.
Walsall is Working Towards Equal Opportunities. (10792) 710000

CROYDON
LONDON BOROUGH OF CROYDON

EDUCATION COMMITTEE

DEPUTIES TO TEACHERS IN CHARGE, PRIMARY ESL/SECTION 11 TEAMS

Main grade, Incentive allowance B

TWO POSTS: One for each of the two Primary Teams:

Team A has Infant and Junior Schools

Team B has Nursery/ Infant and Junior Schools.

Applications are invited for the above posts, which become vacant in April 1988 due to promotions. Applicants should indicate which post or posts they wish to be considered for.

The persons appointed will be expected to support bilingual pupils in schools for 0.6 and to work alongside their Teacher in Charge for the remainder of the week. This work will include in-service training, the provision and maintenance of appropriate resources, support of team members and main-stream teachers in schools.

Successful applicants will:

- have recent and relevant teaching experience in Infant and Junior schools;

- suitable qualification (eg RSA Dipl).

- have an up to date knowledge of developments in bilingual and multicultural education;

- have experience of collaborative teaching in the mainstream classroom;

- have own transport (casual car users allowance payable).

Tenable: 11 April 1988.

Salary: Main grade and Incentive allowance B

Closing date: 11 December 1987.

Interviews will be held in January.

Further details and application form from: Director of Inservice Training and Curriculum Development (for the attention of Mrs E. Gregory, Post A) (for the attention of Mrs P. Potro, Post B) Davidson Centre, Davidson Road, Croydon CR0 6DD. Tel: 01-655 1299, Ext. 140. (47116) 710000

WALSALL
METROPOLITAN BOROUGH COUNCIL
INTER CULTURAL CURRICULUM SUPPORT SERVICE
EDUCATION DEVELOPMENT CENTRE
WEST MIDLANDS COLLEGE OF HIGHER EDUCATION
Gorway, Walsall, West Midlands
PERIPATETIC TEACHER OF ENGLISH AS A SECOND LANGUAGE
Main Scale
Required as soon as possible, two peripatetic teacher of English as a Second Language to work in the ICCSS Team. Casual car user allowance payable.
Application forms available on receipt of an S.A.E. from the Director of Education, Civic Centre, Darwall Street, Walsall, West Midlands WS1 1DQ.
Closing Date: 27th November, 1987.
Walsall is working towards equal opportunities. (10793) 710000

Overseas Appointments

ARGENTINA
ST. PAUL'S COLLEGE
Hurlingham, Buenos Aires, Argentina
Required for March or July 1988 Teachers for G.C.E. Biology, Geography, History and one primary specialist (10-11 Year Olds). Requirement: Degree or Cert. of Education. At least 5 years teaching experience. Reference given to married couple.
For further details write, including handwritten C.V. and current photograph to: Mr. T. G. Cooper, 1, Alwyn Rd, Yoxall, Nr. Burton on Trent, Staffs. DE13 8QB. (22861) 720000

BELGIUM
THE BRITISH SCHOOL OF BRUSSELS
Requires an assistant Head of English for either January or September 1988. An experienced graduate is required to teach across the ability range and throughout the secondary age range, including Oxbridge.
Please apply with full C.V. to: The Headmaster, British School of Brussels, Steenweg op Leuven 19, 1980 Tervuren, Belgium. Or telephone the school: 010 32 2 767 4700.
Closing date for applications is Monday 23rd November. (47096) 720000

CALIFORNIA SCHOOL DISTRICT addresses and salaries. Send SAE for information to W.D. Walker, 10 Westminster Avenue, Kirkby, Notts. NG17 7HY. (39248) 720000

CHINA
PEOPLE'S REPUBLIC OF CHINA

Qualified teachers (PGCE or equivalent) with 2 years experience at secondary or tertiary level required to teach English Language/ Literature at colleges in China. One year contract from September 1988, free accommodation, good local salary and one-way air fare provided.

Please write to: Intercultural Educational Programmes, Seymour Mews House, Seymour Mews, London W1H 9PE for further details. (47091) 720000

DUBAI
RASHID SCHOOL FOR BOYS
Dubai
The Board of Governors of the Rashid School invites applications for the post of
HEADMASTER
for this prestigious private school for approximately 100 boys aged 12 - 18.
Excellent facilities and conditions of service are offered with this position.
Candidates should be qualified to degree level and have a recognised UK teaching diploma. The successful candidate is likely to already have Deputy Headship and/or Head of Department status. Overseas employment experience preferred.
Candidates should write in the first instance enclosing a comprehensive CV to: The Rashid School for Boys, c/o Student Supervisory Services, Shepperton Marina, Felix Lane, Shepperton, Middlesex TW17 8NJ.
Interviews with all expenses paid will be held in Dubai in December 1987/January 1988. (47097) 720000

COMMISSIONING EDITOR
Science & Maths

Collins Educational is moving rapidly up the Educational Publishers' league table. To help us get further, quicker we are looking for an entrepreneurial senior editor who will have the contacts and the skills to commission and develop first class core projects in the sciences and maths at secondary school levels.

The Science & Maths Editor will play an important part as a member of a small team of committed publishing and marketing professionals, and will have ample scope for displaying initiative and creativity.

The successful candidate will have considerable energy and enthusiasm and is most likely to be from an educational publishing environment, but could be an enterprising science teacher looking for a change of career. Academic qualifications to at least 'A' level standard in the Sciences are required.

The remuneration package will include: competitive salary, company car, share option/bonus scheme, excellent pension scheme and help with relocation where appropriate.

To apply, please write, with details of career to date and current terms and conditions, to: John Jackson, Personnel Manager, COLLINS: PUBLISHERS, 8 Grafton Street, London W1X 3LA

COLLINS EDUCATIONAL

THE TIMES EDUCATIONAL SUPPLEMENT
requires an

ADVERTISEMENT SALES EXECUTIVE

Ideally, you will be in the age range of 25 to 35 and possess a high standard of education.

While previous sales experience is not necessary you must have excellent persuasive communicative skills and be an enthusiastic self-motivator. The position is both challenging and rewarding as it entails discussing advertising and marketing plans with senior personnel in companies throughout England and Wales.

We offer a good salary, 6 weeks holiday, free BUPA membership and a pension scheme. A company car is also provided.

Please write, at the earliest opportunity, to **Mr. John Ladbroke, Advertisement Manager,** stating current salary and enclosing C.V.

The Times Educational Supplement, Priory House,
St. John's Lane, London EC1M 4BX

English Language Instructors

Libya, North Africa 35/21 leave schedule

Established by the Libyan Oil and Petrochemical Industry, Jawaby Oil Service provides an across the board service, including total recruitment, to individual operating companies and associated organisations.

Our client, Sirte Oil Company is looking for qualified English Language instructors aged 28-40 to teach trainees and employees at their desert locations in Libya.

Candidates should be graduates with a recognised TEFL qualification. At least five years experience of teaching English as a foreign language is essential, preferably in an overseas environment.

Excellent benefits include:-

* 35/21 work schedule with free airfares
* Free accommodation + meals
* Free medical cover
* Good recreational facilities
* Annual renewable contracts

Please apply with full CV quoting reference STR/32, to the Recruitment Co-ordinator, Umm Al-Jawaby Oil Service Co. Ltd., 33 Cavendish Square, London W1M 9HF.

Previous applicants need not re-apply.

JAWABY OIL SERVICE

OVERSEAS POSTS

continued

EXCHANGE TO CANADA September 1988-9. Government grants available to successful applicants. Please send SAE 10" × 7" to League for the Exchange of Commonwealth Teachers, Seymour News House, Seymour Mews, London W1H 9PE. (47124) 720000

EXP. QUAL. EFL TEACHER reqd. for Jan. '88, small mod. Eng. School in Vic Barcelona offers good cond. for committed person. Send C.V. photo & application to C. Clarke, Ed Lleida, IoC Hub Catalunya, Vic, 08500, Barnu, Spain. (22275) 720000

FRANCE

RAPID ENGLISH

Requires full-time well-qualified teachers of English for its language schools in Normandy for 1988. Applicants must hold a University Degree, a teaching qualification and speak French. Experience in TEFL is desirable.

Please send c.v. with photo, tel. no. and names and tel. no. of two referees to: Rapid English S.A., B.P. 75, 27400 Louviers, France. Tel: 32 40 22 56. Interviews to be held near Reading. (22252) 720000

TEACHER required with good knowledge Spanish. Alzira Valencia, Spain. Tel: 010 346 241 9275 7 to 8 pm.

GERMANY

English teacher with excellent knowledge of German required for commercial English and direct method classes. Inlingua, Markt 29/31, D5100 Aachen. (22333) 720000

GREECE

EXPERIENCED E.F.L. Teacher wanted for immediate employment in Greece.

Send full C.V., recent photo, reference and phone number by urgent mail to Mrs. Agapidou, P.O. Box 75, Veria 59100, Greece. Or telephone Greece 331 26416 or 62653. (22136) 720000

JAPAN

Y.M.C.A. Osaka, require a qualified and experienced teacher of E.F.L. 2 year contract starting April 1988.

For further details please write c/o J. Collins, 5 Penn Road, N7 9RD with a full C.V. (47223) 720000

KEYNA

MOMBASA, KENYA

English Teacher required to teach up to O level in a private school on the Kenyan Coast.

The successful applicant should be single and willing to take a full part in the extra curricula activities of the school. Accommodation allowance. Interest free loan for purchase of car will be given in addition to the basic salary.

Applications containing full c.v. should be sent to: Mrs K. Insley, 82 Avenue Road, Erith, Kent DA8 3AS, England. (22362) 720000

KENYA

HILLCREST PREPARATORY SCHOOL

Nairobi

(to 13+ C.E.E.)

All round subject teachers willing, if asked to take charge of 6 to 7 or 7 to 8 year olds.

A HISTORY TEACHER to teach throughout the school.

Applicants should also indicate how far they are willing and able to teach outside the areas for which they are applying (especially with regard to Middle and Junior School French and Middle School Mathematics).

They should indicate the extent of their interest and attitude in Games.

The applicant's C.V. should be accompanied by a photograph and a covering letter in longhand. The applicant should also indicate if he or she is available for interview in London in December 1987 or, more probable, in April 1988.

Contact the Headmaster, P.O. Box 30365, Nairobi, Kenya (Tel: 724782) sending C.V., photograph and best dates and places for interview. (22322) 720000

KENYA

GREENSTEDS INDEPENDENT SCHOOL

Private Bag, Nakuru

Requires for January 1988, qualified teachers of:-

1. Mathematics to 'A' level with Computer Studies to 'O' level.
2. French and German to 'O' level.
3. Geography to 'O' level.

(Please state second subject).

Return air-fares and accommodation provided.

Letter of application together with full C.V., and photograph to the Headmaster. (47224) 720000

KUWAIT

STUDENTS/TEACHERS

Required for Summer School 18th June to 17th August 1988.

Staff required to teach computing, English, sports, art and music to Arabic boys and girls aged 3 to 17 years.

Terms: Passage London/Kuwait/London, free air conditioned accommodation, tax free salary.

Curriculum vitae, recent photograph and contact telephone numbers to: Robert W. Sheffield, Principal, Gulf English School, PO Box 6320, 32038 Hawalli, Kuwait, Arabian Gulf. (22259) 720000

SPAIN. Qualified teacher, experience pref., for immediate start. Send CV, letter and photo to The Keyhole, Avenida De Albaida, 13, Ontinente, Valencia, Spain. (47219) 720000

SPAIN

THE ENGLISH MONTESSORI SCHOOL

Madrid

A British mixed, day school. N.O.R. 500. Ages 3-14 yrs

Requires:

1) A teacher for the 3-5 age range.
2) A teacher for the Middle Lower Secondary age range with interest in Science.

Teaching in private bi-lingual education abroad is a demanding job. Only qualified, adaptable teachers, with at least two years' teaching experience should apply, to: The Headmaster, T.E.M.S. Eduardo Vela, 10 Aravaca, 28023 Madrid.

Please include a c.v. and the telephone numbers of two referees. Interviews will be held as soon as possible. (22614) 720000

SPAIN

E.F.L. Qualified Teacher required in Spain.

For details phone 010 34 68 21 00 15 between 4 and 8.30 pm (GMT) by Friday 20th November. (22336) 720000

SPAIN

ALOHA COLLEGE,

Marbella

Applicants are invited for the following posts W.E.F.: January 1988.

1. Economics and Mathematics. Teacher to assist in teaching Economics to 'A' level and mathematics to GCSE level. Ability to teach elementary computer studies (or willingness to teach 3rd year humanities) would be an additional qualification.

2. Spanish/French/E.F.L. Additional language teaching required with a special interest in the problems of integrating new students into S.F.L. and E.F.L. in a busy international school.

Aloha College is an all age international school of 400 students in purpose built accommodation close to Marbella.

Telephone 010 3452 81 27 29 - 9-2 p.m. or 010 3452 77 06 17 - 6-8 p.m. Monday to Wednesday (16-18 November). (47122) 720000

SWITZERLAND

HOTEL INSTITUTE FOR MANAGEMENT

Montreux, Switz

Requires for January 4, 1988:

A) Lecturer in accommodation operations with experience in housekeeping and front office and, if possible knowledge of Hotel Operation System.

B) Assistant Lecturers in cookery - male/female - suitable for young graduates with 2-3 years good industrial experience.

C) Lecturer in Cookery to assist with development and to lead new culinary programme. Good international experience an advantage.

Programmes are taught in English - accommodation provided - 12 months contract renewable.

Apply with C.V. to Dean R. Henchoz - Illingworth. (47131) 720000

TURKEY

Graduates with TEFL qualifications (prep) required by Ministry of Education recognised and Cambridge Board nominated Language Centre. Free accommodation, Medical cover, Travel expenses. Attractive Local salary.

Send cv., copies of degree and TEFL cert., and photo to: Cagdil, Altiparmak Caddesi, Bursa, Turkey. (22374) 720000

TURKEY

TEFL IN TURKEY

All vacancies to start immediately for one year contract.

IN SAMSUN, TURKEY

Two vacancies in a city on the Black Sea coast, Northern Turkey. Candidates should be native speakers, graduates with RSA/TESOL or equivalent. Would suit couple.

New school with students aged 11-15. Teaching hours per week. Free accommodation and daytime meals. Accommodation: fully furnished bedroomed apartment within easy reach of school. Plus annual return flights Samsun.

IN ISTANBUL, TURKEY

One vacancy in Istanbul. Should be native speaker. Graduate with RSA/TESOL or equivalent. Experience of teaching intermediate and preferably Cambridge Cert. courses.

Free return flights, plus excellent accommodation in a bedroomed apartment.

Newly opened school in Istanbul's city centre. All teachers are native speakers.

For further details concerning both posts write or ring: IDEM, Att. Mrs Fay ..., IDEM English House, Caddesi, Karakas Han, Kat 1.1, Besiktas, Istanbul, Turkey. Tel: 01090 158 ... (22334)

TURKEY

BURSA

Female EFL Teacher needed. Free accommodation (shared). Flight paid. Professional school. Degree and RSA Preparatory Cert. or equivalent required. Tel: 01-387 ... (47086)

U.S.A

WANT TO SPEND YOUR SUMMER IN THE USA?

Camp America needs anyone interested and/or experienced working with children to work on American Summer camps for 9 weeks. Camp America offers free return flight, board and lodging, pocket money and up to 2 weeks for independent travel.

If you want more details, aged 18+ and are free from June to September, send a POSTCARD with your name and address to CAMP AMERICA, Dept. ..., 37A Queens Gate, London SW7 5HR. (47013)

USA RECRUITMENT ... 987 0484, C.V. ... 198 Belfron ... St. Leonard's Rd., London E14 0QT. (34084)

Post Overseas

Key English Language Teaching Scheme

The KELT scheme is part of Britain's Aid Programme to developing countries

Turkey

English Language Adviser, Karadeniz University, Trabzon

Duties: teacher training; materials design; course work/design; language improvement; teaching.
Qualifications: UK citizens with a British educational background; BA in English/Modern Languages/History; MA in TEFL/Applied Linguistics; teaching qualification; minimum 5 years' teaching experience overseas.
Salary: £12,408-£15,068 p.a. free of UK income tax.
Overseas allowances: nil-£400 depending on salary and marital status.
Date of appointment: January 1988.
Contract: 2 years.
Closing date for applications: 26 November 1987.
Reference: 87 K 66 T

Benefits for the above post: free family passages; children's education allowances and holiday visits; free furnished accommodation; baggage allowance; medical scheme; employer's contribution to a recognised superannuation scheme or an allowance of 11% of salary in lieu.

For further details and an application form, please write, quoting the post reference number, to: Overseas Educational Appointments Department, The British Council, 65 Davies Street, London W1Y 2AA.

The British Council

THE ENGLISH SCHOOLS FOUNDATION HONG KONG

The Executive Committee of The English Schools Foundation and The Council of King George V School invite applications for the post of:-

PRINCIPAL

which becomes vacant for 31 August 1988 on the retirement of Miss A.M. Smith, B.Sc.(Hons.) (London), Dip.Ed., Dip.Th. (London).

The English Schools Foundation, Hong Kong, administers four secondary and eight primary schools, and a Centre for Children with Special Educational Needs, which are funded by fees and direct Government grant.

King George V School is a secondary, co-educational day school of some 920 pupils, (including 183+ in the Sixth Form). The school enjoys an excellent reputation for its high academic and sporting achievements, pastoral care and contributions to the community. The Executive Committee and the School Council are seeking applications from well-qualified candidates with considerable experience of working at a senior management level in schools or colleges, and with a proven record of success in education.

The salary will be in the range HK$32,675 to HK$35,100 per month and the Conditions of Service include generous provision for housing, medical benefits and a 25% annual gratuity.

Applications with a photograph, full curriculum vitae and the names and addresses of two professional referees should be made to The Secretary, The English Schools Foundation, 43B Stubbs Road, Hong Kong, to be received before 30 November 1987.

Selected applicants will be sent further particulars. (53617)

YOKOHAMA INTERNATIONAL SCHOOL

requires for September 1988

A teacher of

General Science and Chemistry

to International Baccalaureate Level or A-level

The position is a one year contract for the School Year 1988-89. Applicants should have at least one year's experience and would be required to participate in extra-curricular activities and be responsible for pastoral duties. Single teachers are preferred. Air fares are provided at the beginning and end of the contract.

Applicants should write sending a brief resume which should include the names of three referees to:

THE HEADMASTER
Yokohama International School,
258 Yamate-cho, Naka-ku, Yokohama, Japan 231

Interviews will take place in U.K. in December 1987 or January 1988.

NEW ENGLISH SCHOOL KUWAIT

Teaching posts in the following subjects or combinations of subjects will become vacant in September 1988 in this English medium school. Joint applications from married couples without children are particularly welcome.

SECONDARY SCHOOL
(1100 on roll to "O" and "A" Level)

- English Language and Literature
- Mathematics
- Chemistry
- Physics
- Biology
- Computing Studies
- History
- Geography
- French
- Art
- Economics
- P.E.
- Music

PRIMARY SCHOOL
(1000 on roll)

Upper Junior Class Teachers	(9½ - 11½ years)
Lower Junior Class Teachers	(7½ - 9½ years)
Infant Class Teachers	(4½ - 7½ years)

Music

TERMS

One year contract renewable beginning September 1st 1988. Tax free salary in range pounds sterling (£) 7500 to 12,600 (at current exchange rates) according to qualification and experience. Terminal gratuity. Rent free furnished airconditioned accommodation. Economy class return air passage. Interviews in UK March 14th to March 22nd. For further information and application form apply with brief curriculum to The Director, New English School, P.O. Box 6156 Hawally, 32036 Hawally, Kuwait, Arabian Gulf enclosing a self addressed (not stamped) foolscap envelope. (53698)

IPE

KUWAIT

INSTITUTE FOR PRIVATE EDUCATION (IPE)

IPE is one of the largest private training organisations in Kuwait. To cater for expansion and the initiation of new training programmes the following vacancies will occur from January to September 1988.

ENGLISH LANGUAGE TEACHERS

Specialist teachers of EFL and ESP in banking, finance; technical, commercial and business studies. Teaching takes place at four centres in Kuwait and also at the premises of some of Kuwaits leading financial, oil processing and airline companies.

Contract duration: 8 months, 9 months and 1 year (renewable).

INSTRUCTORS FOR TECHNICAL APPRENTICES

Instructors are required to teach Pre B Tech Maths, Science, Technical Drawing and Engineering to apprentices from a leading oil company in Kuwait.

Contract duration: 1 year (renewable).

NURSING INSTRUCTORS

State Registered nurses with relevant teaching experience and qualifications are required to instruct trainee nurses for a leading oil company in Kuwait.

Contract duration: 9 months and 1 year (renewable).

Terms (1 year contracts):

Annual economy passage London/Kuwait/London, baggage allowance, gratuity, free furnished air conditioned accommodation, free electricity, water and porterage. Tax free salary in the range of KD3420 to KD6660.

Applications are invited from suitably qualified single or married teaching couples without children. Air mail curriculum vitae and recent photograph to:

Robert W Sheffield MSc, PO Box 6320, 32038 Hawalli, Kuwait, Arabian Gulf.

Interviews will be held in London February/March 1988. (53750)

Overseas Posts

We have vacancies for qualified teachers for the following positions.

Argentina:
- Northlands School — Buenos Aires
- Prestigious Girls' School. Geography to A level.
- St. Hilda's College — Buenos Aires
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The above posts are tenable from March, 1988 and conditions include local salary, accommodation and return flights.

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